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ABSTRACT

Career Resource Centers (CRCs) are a logical outgrowth of vocational development theory which views career development as a continuous process with a lifelong series of career decisions made at various transition points over time. After starting in high schools, CRCs have spread to all arenas of formal education as well as to community agencies, and business and industry. In this manual, information is provided on establishing a CRC, with specific reference to an advisory committee, planning, design, staffing, type, selection and organization of resources, tests and inventories, computer-assisted programs, publicity, services and activities, and evaluation. Model CRC programs are presented to demonstrate the applicability of CRCs to a wide variety of educational levels (elementary to post secondary), special populations (rural adults, disadvantaged/handicapped, working women, and out-of-school youths), community agencies, and business/industry settings. The annotated bibliography is based on a computer search of the ERIC database (November 1966 through February 1983) of educational journal and resource literature on Career Resource Centers. (BL)

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CAREER RESOURCE CENTERS

Susan Cortright Weiss

Searchlight Plus: Relevant Resources
In High Interest Areas. 31+

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC database
November 1966 through February 1983

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INTRODUCTORY NOTE

First there was the **Searchlight** series--computer searches with abstracts of the ERIC database on topics of major interest and importance to ERIC/CAPS users and helping professionals in the field. Then came the **Searchlight Plus** series, computer searches of the topics in most demand PLUS in-depth analyses of the documents in the search. The opening narrative in each **Searchlight Plus** highlights certain documents, identifies major issues and trends, describes the historical background and existing programs, and points out the implications of the information for the work of human services professionals. For those who need succinct, timely, and practical information but lack the time to examine the total collection of data, the **Searchlight Plus** is the "perfect package." For a complete list of current topics, please contact the ERIC/CAPS Publications Department.

CAREER RESOURCE CENTERS

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DEFINITION

Career Resource Centers (CRCs) are centralized locations where people can secure current and relevant career, educational, and occupational information. CRCs may also supply counseling, individual appraisal, information concerning leisure activities, and placement services. Specific skills such as successful interviewing, decision making, and study techniques may also be taught. In addition, teachers and counselors may find instructional resources concerning career information available in Career Resource Centers.

PURPOSE

The Career Resource Center has emerged as a vital educational method of providing information and services in an integrated manner to people at various life stages to promote their positive self-development. More specifically, CRCs are designed to:

- provide current occupational, educational, and personal-social information;
- help individuals use resources effectively;
- promote thoughtful career planning and decision making;
- assist people in understanding their attitudes, values, interests, and aptitudes;
- provide a delivery system for career counseling services;

- prepare individuals for life role transitions; and
- provide a comfortable setting that encourages individuals to share their interests and concerns (ED 143 883).

HISTORY

Career Resource Centers began in the 1970s, as an outgrowth of developments in guidance and counseling programs in public junior and senior high schools, with the hope of curtailing the rising school dropout rate and subsequent increase in unemployment. Career guidance programs developed in schools nationwide to introduce occupational information; to establish goal setting and problem solving skills; to develop personal awareness of individual abilities, aptitudes, interests, and values; and to create positive models and attitudes toward work and continued learning (ED 141 524). Along with an emphasis on career guidance came the development of a wealth of career-related media, and thus the need for career media or resource centers. Career education curricula have integrated classroom career activities with resources located in the centers, and CRCs have remained the hub of career activity because of their direct response to student and other user needs.

The system of career resource centers is based solidly on vocational development theory. Research in this area indicates that career development is a continuous process with a lifelong series of career decisions made at various transition points over time. Career development thus requires complementary services for students and adults offered on a continuing basis and calls for a structure such as a Career Resource Center. Not surprisingly then, after starting in high schools, Career Resource Centers have spread to elementary schools, colleges, community agencies, employment and rehabilitation agencies, mental hospitals, correctional settings, and business and industry. However, the basic purpose of Career Resource Centers remains the same in all settings.

CURRENT NEED

Today, with the tight job market, high unemployment, and changing work/life patterns, coupled with decreasingly available funds for education, the need for Career Resource Centers is especially acute. There is a need in educational and service departments, as well as in business and industry, for career counselors and program administrators to look to CRCs to provide a simple, inexpensive, effective organizational structure that will (1) increase staff effectiveness; (2) provide for staff development; (3) stimulate the use of differentiated staffing; (4) enhance public relations with students, staff, and other student service workers; and (5) bring about administrative support for counseling programs in terms of increased budget, staff, and operational space (ED 167 940). CRCs, in short, with their self-directed activities and minimal time demands on professional staff, can be viewed as a cost-effective delivery system to facilitate career-related programs in a variety of institutions.

ESTABLISHING A CAREER RESOURCE CENTER

A number of models for planning and implementing a Career Resource Center are readily available (ED 203 034, ED 188 535, ED 182 667, ED 181 183, ED 177 295, ED 156 829, ED 150 278, ED 142 822, ED 141 524, ED 140 198, ED 134 842, ED 131 315, ED 129 994, ED 127 461, ED 120 389, ED 118 935, ED 109 590). Filmstrips are also available with step-by-step instructions for establishing centers in junior and senior high schools (Jacobson, 1974). The format presented in "Career Resource Centers" (ED 143 883) has been selected for this review as a representative model.

The Advisory Committee

The idea for developing a Career Resource Center is usually generated by an interested individual; however, it may be advantageous for that individual first to establish a Career Resource Center advisory committee. The initial establishment of such a committee for the planning process ensures representation and eventual ownership of the

CRC by departments or organizations significant in career education in the school, institution, or community. Selected members should be those who can assess the degree to which the Career Resource Center will meet the needs of the clients to be served. Staff members closely linked to the daily activities and to the head of their organizations are ideally suited to serve on the advisory committee. In a school, the committee might be made up of students, teachers, paraprofessionals, counselors, administrators, and business and industry representatives. Together, they can help develop the CRC's objectives, establish a liaison with business and industry, recommend equipment and material purchases, act as a political force to insure the CRC's existence, advise on budgets, and assist in locating funds and community resources for the Center.

The advisory committee has the potential to provide many ongoing services to the Career Resource Center. Since the primary purpose of a CRC is to expand an individual's knowledge of options in career fields, it is essential to work closely with those providing employment. Such people can (1) provide advice not easily obtainable elsewhere; (2) serve an important role in public relations; (3) support and advise on policy from a layperson's viewpoint; (4) actively aid placement efforts; (5) assist in keeping educational programs current; and (6) assist in school CRCs in bridging the gap between school and the world of work. In fact, for students in school, advisory committee members can provide adult role models through speaking engagements and work-site shadowing experiences (ED 141 524).

Planning

Conducting a needs assessment is a critical step in beginning a Career Resource Center. Information about client needs can be gathered from a number of sources: potential clients, such as students, staff and community members; individuals who have existing career centers; or a review of the literature (ED 143 883). Existing resources (i.e., people, programs, materials, space, funds) that might be used to establish a Career Resource Center should be evaluated. Only after specific needs are clearly defined can goals be set. In conducting a needs assessment, the following steps should take place:

(1) define the purpose—what will the information be used for?
(2) define content—what information is needed?

(3) determine how the information will be collected;
(4) collect information;
(5) analyze information;
(6) set priorities.

Careful planning cannot be emphasized enough, for the time spent setting goals and outlining implementation pays off by giving the Center a logical, defensible basis for its operations (ED 141 524).

In addition to the needs assessment, it is important to secure administrative and staff support, coordinate the Career Resource Center with existing programs, and explore various funding options. To determine funding options, one should first look at reallocation of existing funds. Later it will be important to secure local funding in order to assure the Center's continuity. Ongoing evaluation will be necessary to prove that the Center's services are needed and that quality services and materials are being effectively presented.

The final stage of planning is preparing a written proposal. The proposal must describe objectives, strategies, and anticipated outcomes of the planned Career Resource Center.

Physical Design

Career Resource Centers can be set up in a wide range of ways--the main consideration is that they be easily accessible. It is best to make a CRC large enough to hold a class-size group, but this is not mandatory. A Career Resource Center may be (1) simply a shelf collection in a library or teacher's room; (2) a larger collection in a special place under the responsibility of a part-time person; or (3) a comprehensive collection in a separate location that is the major responsibility of a staff member. The choice of physical space may be determined by the number of clients served, the budget for resources, and available space. Within financial and spatial constraints, it is important to aim for an accessible location, an attractive setting, efficient space allocation, and arrangements for clients to use the Center independently.

Effective management of space is important in setting up a Career Resource Center. Examples of floor plans are available for consultation regarding space (ED 129 994, ED 112 213).

Staffing

The staff in the Career Resource Center is crucial to its success in creating a warm, inviting, comfortable atmosphere and in attracting CRC clients (ED 181 183). In addition, a highly competent staff is necessary for the development of effective relationships with administrators and community members (ED 118 935). Staffing will depend on needs and budget. A high-budget Career Resource Center might have a director, counselor, and secretary, whereas a low-budget CRC might be totally staffed by volunteers (ED 188 535). Most models suggest employing a coordinator and utilizing paraprofessionals, with an emphasis on teamwork. Professionals must know about changing career patterns, locally and nationally, in order to provide current, accurate and easily understood information (ED 120 596) and to assist with placement. Paraprofessionals may help students locate resources in the Center (ED 181 383, ED 140 198, ED 123 499, ED 118 935, ED 10[illegible] 263). It is also useful to have a clerical aide to assist in cataloging new materials, updating the community resource files, writing for free materials and performing other clerical duties (ED 193 515). In schools it is usually the guidance department that operates the Career Resource Center (ED 127 461, ED 109 313); however, administrators, teachers, librarians, students and other personnel should also be involved. The school librarian can be an integral part of a CRC or, minimally, a consultant (EJ 238 127, ED 193 515, ED 139 424). A team approach should be taken in order to assure a client-oriented atmosphere and thus promote further use of the CRC.

Staff working in the Career Resource Center would benefit from inservice training to become knowledgeable about the functioning of the CRC and the role they play in it and to increase their own self-assurance. Such inservice training should involve structured contact with staff and community members as well as visits to other career resource center facilities.

Types, Selection and Organization of Resources

Before materials are selected, it is crucial to assess what resources are already on-hand in the school organization and relocate them to the CRC (ED 181 183). Materials should be current, accurate, visually attractive, appropriate to client characteristics (age, reading level, background, special needs) and to CRC goals. They should also meet legislative requirements and fit into the overall CRC budget. Information is best presented in a variety of modes in order to accommodate individual learning styles--print, audiovisual, and human resources are all important modalities to use.

Research indicates that printed materials are the type most used in CRCs (ED 172 101, ED 167 940) and, fortunately, they are not difficult to obtain. A plethora of commercial career-related books exist in paperback and hardback today. Free brochures and pamphlets with condensed career information are printed by professional associations, educational institutions, business and industry, and governmental agencies. In addition, subscription services offer updated career information in an easy-to-read and interesting format (ED 188 535). Several documents offer bibliographies of printed materials as well as selection criteria checklists (ED 219 712, ED 219 538, ED 203 976, ED 188 535, ED 182 667, ED 182 555, ED 177 295, ED 171 978, ED 171 926, ED 166 399, ED 164 957, ED 148 883, ED 021 300). The quarterly Career Education Resource Connection also provides a newsletter model with current lists of appropriate and useful resources. A selection criteria checklist asks such questions as (ED 143 883):

(1) Is the content of the item appropriate to aid clients in meeting at least one CRC objective?
(2) Is the item appropriate to use with the population the CRC is serving?
(3) Is the item current?
(4) Is the item one that will not become outdated in a short time period?
(5) Does the item have user appeal?
(6) Is the information in the item accurate?
(7) Is the content comprehensive?
(8) Is the material free of sex stereotyping?
(9) Is the material free of racial stereotyping?
(10) Is the price of the item appropriate in relation to the budget?

Audiovisual materials such as filmloops and filmstrips are a good motivator, particularly for clients with reading or learning problems. Filmstrips have dramatic appeal and present career information in a mode that is more familiar than reading to most clients . Microfiche is another medium commonly used in CRCs that provides excellent updated career and educational information, as do recently developed computer systems.

These resources can be easily grouped in three broad categories: educational, occupational, and personal-social information (ED 188 535). Educational information provides data about schooling and training opportunities in materials such as college catalogs, adult education course catalogs, dictionaries of schools and training opportunities, and financial aid reference books and brochures. Occupational information describes job definitions, duties, working conditions, entry requirements, salary and benefits, lifestyle, opportunities for advancement, and employment projections locally and nationally. Personal-social information is concerned with attitudes and values, life planning, decision making, and use of leisure time (leisure--ED 181 386). This area reflects current career development theory emphasizing the essential integration of career/life planning as opposed to the isolation of career planning from the rest of one's life goals.

CRC materials should be filed to meet the needs of the clientele, considering factors such as accessibility, adaptation to local input, ease of maintenance, and appearance (ED 181 183). Common methods of filing occupational information are (1) by alphabetized job-titles, (2) by D.O.T. codes, (3) by occupational clusters, and (4) by relationships to school subjects (ED 203 976, ED 181 183). It might prove useful to consult a local librarian before deciding upon a filing system and creating a card catalog.

Tests and Inventories

Appraisal instruments and inventories are often made available to clients using Career Resource Centers. Such instruments are useful in confirming self-observations (ED 156 829). The advantages of using standardized instruments over individual counseling sessions are numerous: (1) the questions and content areas are comprehensive; (2) the biases are more consistent than subjective interviews; (3) they are cost effective in collecting information and providing data to a large number of students; (4) they force the individual to discriminate among interests, aptitudes, and goals, an essential step in career planning and decision making; and (5) they provide a uniform way of comparing responses to an appropriate reference group.

Prospective users of career assessment instruments must review inventories carefully for reliability, validity, norms, language fairness, and ease of administration and interpretation. Kapes and Mastie (1982) provide a useful guide to selecting vocational instruments. Such instruments need to be selected, administered, and interpreted by individuals with adequate training and expertise. Paraprofessionals and teachers may assist in administering instruments and locating related career information, but trained counselors must be responsible for reading all instrument manuals carefully. In addition, it is important to remember that standardized instruments are not meant to be used alone or as finite measures. However, when such instruments are used in combination with other information and interpreted properly, they can bring career guidance service a clear sense of focus and more comprehensive sampling than is usually possible through interviews and observations (ED 181 183).

Computer-Assisted Programs

Computer-assisted guidance systems have been in existence over a decade and have become an important resource in many Career Resource Centers. Computers are most frequently used in CRCs as a means of retrieving accurate and current career information which can be used as part of the career counseling process. There is no other tool that can so efficiently store, sort, retrieve and compare information for an individual's use. In addition, the ease of updating and revising stored information is a major benefit of computers. It is crucial to remember, however, that the value of computers in career counseling still depends on how well the counselor and the client use the information it provides as a basis for dialogue (ED 181 183). At a minimum, the computer will save the counselor time in locating information so that time may be better spent utilizing professional counseling skills.

Eight states (Alabama, Colorado, Massachusetts, Michigan, Minnesota, Ohio, Washington and Wisconsin) were recipients in the 1970s of Federal grant awards to develop statewide occupational information systems. The Michigan system (MOIS) will be presented here as an example. MOIS focuses on three major areas--information development, information delivery, and user services. Information is collected and organized and can be disseminated via microfiche, computer, and papercopy. The user services area is dedicated to developing and training school and agency personnel to utilize MOIS data banks and delivery subsystems through regional workshops.

MOIS occupational file contains over 1500 occupational specialty titles in 392 MOISCRIPTS reflecting 95% of the employment in Michigan. On each topic, information is given concerning: (1) nature of the job--job definition, duties, occupational specialities, machines, tools, equipment, work aids; (2) working conditions; (3) opportunities for advancement; (4) worker requirements; (5) employment outlook, locally, statewide and nationally; and (6) more sources of information.

MOIS post-secondary program files describe 191 post-secondary education programs available in Michigan. Post-secondary school files provide comparative and descriptive data on 351 Michigan two-year and four-year colleges, universities, and private vocational schools. MOIS apprenticeship file identifies 52 major apprenticeable trades and describes basic program characteristics. The military file presents 139 related military training opportunities for compatible MOIS occupations. The school subject file identifies 99 subjects related to preparing for the MOIS occupations. MOIS adult education program file includes 3 adult education programs.

In addition to vocational information computer systems, there are now software systems available that actually provide career guidance. In addition to information-retrieval and file-searching capabilities, these systems include teaching of strategies for decision making; attention to values as a factor in vocational choices; storage of student records and specific data such as students' past uses of the system so that they can review their career planning process; and online administration and interpretation of instruments to assist in vocational planning. Such systems have significantly increased costs over the more common online vocational information systems, e.g., MOIS (ED 167 940).

There is no doubt that computers (1) are cost-effective; (2) motivate clients to think about their preferences and relate them to the world of work; (3) increase user knowledge of occupational information; (4) provide clients with information to keep for future reference; (5) save counselors the time of researching information; (6) increase the time a counselor spends counseling; (7) increase the possibility of counselors using more reliable occupational information; and (8) introduce more structure to the career decision-making counseling process (ED 181 183). However, computers must gain the support of counselors and become incorporated into a systematic guidance program in order to become fully effective tools. The Career Resource Center provides one avenue for computer-assisted guidance systems to reach these goals.

Publicity

A well-planned public relations effort is essential to the success of the Career Resource Center, as good publicity promotes CRC use among a wide range of potential clients. Marketing goals are to obtain resources from the community and sponsoring institution to support the CRC, to establish links with these resources so that they can assist CRC staff in reaching target populations, and to attract target populations to use the Center (ED 188 535). Basic marketing strategies include use of local media--newspaper, radio and television--which the advisory committee can be instrumental in handling. It is also important to have an effective, ongoing system of communications with members in the school or organization, such as faculty, counselors, administrators and clients. Specific forms of CRC publicity are newsletters, bulletin boards, career days, community resource directories, orientations, open houses, CRC information booklets relating education subjects to occupations, "Department of the Month" programs, and brown-bag lunches (ED 182 667).

Outreach centers to draw people into the CRC have also been set up in malls and other popular public places. An outreach technique that has been used in states across the nation is a mobile Career Resource Center to help publicize career education and to inform educators of CRC services. Out of these mobile units, statewide information networks have developed (ED 146 446).

Services and Activities

A Career Resource Center is more than a library. It is an ideal setting for conducting group counseling related to special needs, e.g., teaching decision making, administering and interpreting tests and inventories, providing individual counseling and conducting class-related activities (ED 167 940, ED 141 524). A CRC can also provide computer-assisted guidance (ED 181 183), opportunities for visiting business and industry (ED 136 013) and establishing internships (ED 183 796), and placement (ED 164 860).

Orientations to the Career Resource Center are designed to familiarize clients with CRC resources and procedures. Two types of orientations are useful: (1) large group situations, where the whole faculty or student body are introduced to the concept of career development and an overview of the goals and activities of the Career

Resource Center; and (2) small group meetings where part of a class, a faculty department, or a group of parents or community members familiarize themselves with the resources and potential services of the Career Resource Center.

Infusing career education into the classroom has been a fundamental goal of career education since its inception. In line with this goal, the CRC can provide teachers with program planning materials, student career materials, and instructor-oriented materials for planning and implementing career units within the classroom with CRC auxiliary help (ED 177 295, ED 166 399, ED 142 782). By supplying class resources to instructors, the CRC reaches a larger number of students, with the effect of directly increasing its own staff (ED 182 667).

Counselors can also benefit from a Career Resource Center, as its multiple services to students can reduce some of the counseling load. Examples of such services are assistance with pre-graduation decision making, financial aid, and career exploration. A CRC is also particularly suitable for fostering parental involvement in career planning and decision making.

Evaluation

An evaluation process for the Career Resource Center should be established by the advisory committee at the project's inception and should be a built-in component of ongoing operations. It should be simple, routine, inexpensive and regular (ED 188 535). For example, student or client traffic is an accurate indication of how well the Center is meeting client needs because most clients are self-referred (ED 167 940). Methods for evaluation range from these client usage statistics to third-party assessment reports (ED 172 101, ED 166 422, ED 132 169, ED 124 834, ED 120 392). Evaluation helps improve CRC management and services and also provides accountability to justify further financial support.

A thorough evaluation should consider facilities, personnel, material and equipment in relation to progress in CRC objectives, success of individual programs and activities, and effectiveness of CRC operations. It is also important to examine impact data, learn what effect the CRC has on its clients, and decide whether or not the CRC is an effective means of providing needed career guidance or career education activities.

MODEL CRC PROGRAMS

School-Based Programs: Elementary.

Career Resource Centers are still scarce at the elementary school level. Although it is recognized that elementary school students need to develop healthy attitudes about work, and efforts to infuse career education concepts into the elementary classroom are widespread (ED 213 951, ED 193 515, ED 150 278, ED 142 782), few schools have utilized the Career Resource Center concept. The most common method of developing a Career Resource Center at the elementary level is through a shelf collection as part of the already established library or media center.

In an evaluative report citing the development of 17 Career Resource Centers in Pennsylvania (ED 120 389), a recommendation was made to establish satellite centers in elementary schools, in hallways, libraries, or a mobile van. A career education project of the Central Savannah River Area Cooperative Educational Services Agency hired an elementary specialist to assist teachers in grades K-7 in (1) adapting curriculum, (2) locating community resource people, (3) developing and implementing learning activities, (4) locating and selecting teaching materials, and (5) continuously evaluating and changing activities for the successful implementation of the career education project. In addition, an aide was hired to update the community resource file, locate appropriate career materials, and assist with general clerical duties (ED 193 515).

School-Based Programs: Junior High.

An exemplary Career Resource Center was established in White Bear Lake Independent School District (Minnesota) as part of an existing junior high school media center complex (ED 107 758). CRC guides were developed to facilitate independent student use of the Center. The Center helps students obtain information regarding self-awareness, job opportunities, job titles, specific careers, and colleges and vocational training schools. Students also have the opportunity to engage in self-analysis, career interest assessment, and the development of effective job-hunting skills.

A more comprehensive and independent Career Resource Center was established in Spring Mills, Pennsylvania in order to properly utilize and disseminate career information to students in grades 6-9 (ED 118 935). A paraprofessional trained by the school district served as a career resource specialist, working cooperatively with the guidance staff in the school. In addition to standard CRC objectives, the Center was designed to assist faculty in integrating career information into instructional activities, to assist parents in becoming active, concerned and understanding in their children's career development, and to utilize community resources in encouraging a better understanding of the relationship of education to work. This project lists detailed resources appropriate to the junior high level and special resources for minorities, potential dropouts, women, and exceptional students. Other models for CRCs at the junior high level are also available (ED 164 770, ED 163 195, ED 118 935).

School-Based Programs: Senior High.

Models of Career Resource Centers at the senior high level (ED 127 461, ED 124 833, ED 124 796, ED 118 888, ED 112 213, ED 110 803) include an exceptionally practical handbook based primarily on the author's experience in New Jersey (ED 112 213). This handbook describes roles, physical facilities, staff, public relations, collection of information, delivery systems, evaluation, and job placement. An extensive and detailed appendix includes materials used in implementing CRCs in New Jersey, e.g., samples of a floor plan, letters, forms, community resource file cards, career-oriented class activities, careers related to subject areas, forms notifying teachers of available resources, evaluation forms for speakers and field trips, job placement registration cards, job interviewing tips, record cards for placement, and much more. The handbook strongly advises visiting other CRCs and borrowing ideas, rather than trying to "reinvent the wheel." Many useful references to CRCs in other states are also cited. Job placement is viewed as a particularly important and integral CRC function and is described at length.

School-Based Programs: Post-Secondary

William James College (Michigan) developed a Career Resource Center as part of a model to demonstrate the infusion of career education into liberal arts education (ED 183 796). Primarily, there were four areas of activity in the Career Resource Center: (1) internships and experiential educational opportunities in the local working community; (2) simulation activities for career education; (3) establishment of a CRC advisory committee to coordinate CRC functions with the Community Career Education Council and William James College Governance Council; and (4) coordination of admissions, placement, and counseling functions within the College.

Internships were a central focus of the Career Resource Center. An internship request form was mailed to off-campus organizations which, in turn, provided information on the kinds of supervised work experiences they had open to students. Internships were posted on a bulletin board and sent to faculty advisors. W.J.C. students reported internships to be the aspect of their education most helpful in career preparation.

Florida State University in Tallahassee has an innovative Curricular-Career Information Service located in a residence hall (ED 171 010). The basic purpose of this program is information dissemination. Materials cover a wide multimedia range and are of a self-help nature. Student-to-student contact is maximized and there are no formal career counselors available. Efforts are made to collaborate with other university offices or departments on programming, publications, and special projects. Internships and placement services in college work-study settings are also available.

Community college CRCs will be reviewed along with community agency programs, as many of these agency programs are run through community colleges (ED 179 274, ED 119 099).

For additional information on college Career Resource Centers, see EJ 261 045, ED 188 535, and ED 141 576.

School-Based Programs: Faculty and Staff Development

In some respects, staff development is an even more important service of a Career Resource Center than that of serving students individually. In reaching staff the CRC is, in fact, reaching more students, and there is a direct increase in the staff's career/life planning capability and also in the number of CRC users. During the past five years, several models for CRC staff development have emerged (ED 182 667, ED 181 386, ED 181 384, ED 181 383, ED 181 382, ED 173 629, ED 163 195, ED 160 800, ED 128 656, ED 101 263, ED 134 816).

One staff development module was developed, field-tested and revised by a six-state consortium coordinated by the American Institutes for Research on the Behavioral Sciences (ED 182 667). The goal of this module is to help participants (guidance personnel in secondary schools and community colleges) organize Career Resource Centers for faculty use, become aware of resource materials, and learn about materials to collect, evaluate and develop for classroom use. Faculty resource materials are a support system for faculty to assist them in the delivery of career education to students. These resources include program planning materials, student career materials, and instructor-oriented materials for planning and implementing career units within the classroom, with the auxiliary help of the CRC. The model aims at developing a cooperative effort benefiting the instructors, the students, and the Career Resource Center. An extensive resource list and samples of materials are included.

Special Populations: Rural Adults

Wisconsin has had two major career education programs dealing with rural adults (ED 131 315, ED 129 994, ED 115 963). North Central Technical Institute's program (ED 115 963) emphasized low-income out-of-school persons in need of entry jobs or retraining. A materials resource center was expanded and began loaning materials to clients. Programs were developed to aid self-awareness, career awareness, career development, and career exploration. Activities included classes, small group sessions, counseling, career material displays, tours and informational meetings. Public awareness was increased through local media.

Another interesting program worked with Cochtaw Indians on a reservation school (ED 173 051) to increase the knowledge these Indians had regarding occupations and occupational role models.

Special Populations: Disadvantaged/Handicapped

The Career Development Project of United Cerebral Palsy of Florida, Inc. was instituted in order to address the special needs of disabled adults (EJ 248 205). Services were thereafter expanded to include disabled youths. Client outcomes and objectives were (1) to increase occupational, educational, and legal rights information available to disabled persons; (2) to provide resources for improving decision making skills; (3) to offer opportunities for self-assessment and identification of occupations in fields of study for further exploration; and (4) to provide opportunities and resources for learning employability skills.

Career Resource Centers were established with unique, self-directed, multimedia career materials. Attention was paid to packaging module materials and arranging the physical layout of the Career Resource Centers to facilitate accessibility. A structured approach to career exploration, decision making, self-assessment of interests, values and skills, assessing occupational and educational information, and employability skill development was utilized. The need for clients to use resources outside the Center was also stressed. A secondary goal of the project was to link community agencies and establish reciprocal referral systems in developing community bases for continuing support.

Training and employment programs were provided for selected disabled adults as career development technicians. These technicians helped in the Center and had disabilities including post-polio, cerebral palsy, spinal cord injury, congenital limb deformity, and scleraderma. Clients had diverse visual, hearing, and orthopedic impairments. One Center adapted materials to serve clients with minor retardation.

This project concludes that disabled persons can assume a more proactive role in their own career planning; that existing career guidance programs will work to increase services to persons with disabilities, given effective materials and technical assistance; that disabled persons can be trained as paraprofessional career guidance technicians and can effectively assist others; and that unemployed persons with physical disabilities can acquire unsubsidized work experience and can then obtain meaningful work positions.

Special Populations: Working Women

A handbook has been developed to encourage the establishment of ongoing programs to expand the educational and career development opportunities for working women (ED 219 545). Establishing a Career Resource Center is the focal point of these programs. It is suggested that such a CRC be located in a familiar plce that is easy to get to and has room for small group meetings as well as private counseling. The schedule must fit the needs of working people, i.e., evenings, the noon hour, and Saturday. It is also suggested that materials be categorized as follows: (1)

employment (job opportunities, job choice, job search, working conditions, placement, alternative work patterns); (2) education and training; (3) labor unions; (4) women in the work force; (5) self-employment; (6) legal rights; (7) local support services; and (8) periodicals. Samples of CRC activity records are given, as well as suggestions for funding measures (see also ED 162 242).

Special Populations: Out-of-School Youths

Career Resource Centers were first initiated due to growing numbers of out-of-school youths, and it is important to keep in mind that this population still demands the services a CRC can offer, for they have the greatest need for immediate career planning.

Career Resource Centers for out-of-school youths are similar to other commmunity CRCs. In Minnesota, a Community Career Center for school dropouts and other out-of-school youths was created to offer information on alternative educational plans and career decision-making assistance (ED 078 214). This Community Career Center proved to be a successful extension of the school district counseling program. School district counselors referred all dropouts to the Center, a process that was crucial to the success of the program. In fact, the Center was staffed by a counselor from the school district as well as a career research technician to aid with placement.

The Center was located in a community space away from the school in order to make it more comfortable for school dropouts to attend. Priority was given to meeting expressed client needs, which were, in order of priority, (1) obtaining a job, (2) educational counseling, (3) personal counseling, and (4) career counseling. The staff kept the Center open evenings and maintained frequent contact with clients by telephone or conference. In order to help clients with employment, the staff established contact with employers and employment agencies, emphasizing job development rather than simply placement. It is recommended that school districts take more responsibility for out-of-school youths and contribute toward funding community Career Resource Centers that will give a priority to school dropouts. In addition, as a good portion of the funds for the new federal Job Training Partnership Act (JTPA) is targeted to out-of-school and other youths aged 16-21, JTPA agencies can help with community CRCs that focus on this population.

Community Agency Programs

As the concept of career education has expanded to include life education, the notion of appropriate clients for Career Resource Centers has expanded from school students, to persons out of school, and then to adults out of school. Thus, the community Career Resource Center slowly evolved.

The career education movement has grown to include adults and to demand community involvement in adult programs (ED 164 860). A community Career Education Resource Center includes the following components: (1) an occupational information center; (2) an occupational simulation center with series of simulation games, exercises and tasks; (3) a personal resource center with a variety of activities, such as community members talking with clients about their careers; and (4) a placement center.

The Oakland Community Career Education Resource Center put the above ideas into effect (ED 203 034). This Center, designed to serve adults and out-of-school youths, was constructed as the hub of a network of over 300 existing service agencies. Consisting of a centrally located office with a hotline telephone system, the Center was staffed by a project director, a community agency liaison responsible for overall operations, a hotline manager who handled assessment and interviews of all clients and service agencies as well as updated the referral system and kept files, and a newspaper editor who assembled local and national resources. Loaned personnel from other agencies were involved, and this reinforced community agency commitment to the Career Resource Center.

Business and Industry

The idea of establishing a Career Resource Center in business and industry is still novel. One such center that has attracted some attention is at the Lawrence Livermore National Laboratory, an applied research facility of the University of California (EJ 238 182). The Career Resource Center serves as a focal point for employees to seek information on additional educational opportunities, career development, reference material for on-site training courses, and resources to increase the effectiveness of supervisors and managers.

The Center is organized around a user self-help system. A professional career resource specialist previews and approves the purchase of resource materials, conducts classes on lifelong learning and usage of the Center, and publicizes the Center in newsletters. The specialist also counsels employees regarding career development and assists with resume writing and outplacement.

The Center, organized much like a traditional Career Resource Center in an educational setting, is well-respected by management and employers and is an integral part of the Employee Development Department. It is seen as an inexpensive way for management to visibly affirm its interest in maintaining dynamic employees and for employees to meet the high standards set by management.

REMINDERS FOR COUNSELORS AND CAREER SPECIALISTS

1. Recognize the value of CRCs as a delivery system that can provide more services and more individually tailored programs to students/clients and that still place primary responsibility for career development with the individual.
2. Use CRCs as outreach tools to bring home, school, agencies and community members together, to improve client services, and to prevent costly duplication of service.
3. Use a systematic approach in developing Career Resource Centers. Designing a CRC requires conducting a needs assessment, establishing immediate, intermediate, and long-range goals, and building in an evaluation component to meet CRC goals and to provide accountability.
4. Take the initiative in building cooperation among administrators, teachers, and other school/agency personnel. An advisory committee can facilitate administrative and financial support of program planning.
5. Design a CRC to meet the unique needs of clients. Continuous assessment of client need is essential to assure relevance of CRC program activities.
6. Keep all CRC materials and services current and organized.

SUMMARY

The model program presented here (ED 143 883) provides a systematic and comprehensive structure for developing a Career Resource Center. This model includes establishing an advisory committee, planning, physical design, staffing, selection and organization of resources, publicity services and activities, and evaluation. The model programs presented here demonstrate the applicability of the CRC to a wide variety of educational levels, special populations, and community and business/industrial settings. The many resources described and referenced here provide a wealth of information for counselors or other professionals who wish to become instrumental in developing a Career Resource Center in their own setting.

ADDITIONAL REFERENCES

Career education resource connection. Quarterly newsletter. (Available from Career Guidance Media, P.O. Box 2222, Springfield, VA 22152.)

Jacobson, T. *Career center filmstrips.* An audiovisual aid for the junior high and high school counseling practitioner and counselor educator, 1974. (Available from Thomas Jacobson, 5945 Highgate Court, LaMesa, CA 92041.)

Kapes, J., & Mastie, M. *A counselor's guide to vocational guidance instruments.* Falls Church, VA: American Personnel & Guidance Association, National Vocational Guidance Association, 1982.

FORMAT OF
CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

Clearinghouse Accession Number

EJ Accession Number

Title of Article

Author

Journal Title, Volume,
Issue Number, Pages,
Publication Date

Annotation of Article

Descriptors (words which tell
the contents of the article)

EJ231749 CG519364

Effects of Conceptual Level and Supervision Structure on Counselor Skill Development.

Berg, Kathleen Stirrett; Stone, Gerald L.

Journal of Counseling Psychology, v27 n5 p500-08 Sep 1980

Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); GENERAL REPORT (140)

Effects of conceptual level and degree of supervisory structure on training in reflection of feeling were investigated. Self-report measures supported predictions for low conceptual level participants; behavioral measures yielded minimal support. Supervised trainees improved minimally on quantitative dimensions and significantly on qualitative dimensions of reflection of feeling. (Author)

Descriptors: *Affective Behavior; *Cognitive Ability; *Counselor Training; Counselors; Empathy; Feedback; Microteaching; Models; *Skill Development; *Supervisory Methods

Identifiers: *Conceptual Level Matching Model

JOURNAL ARTICLES ARE AVAILABLE ONLY IN THE JOURNALS CITED. THE ARTICLES ARE NOT ON MICROFICHE.

Print 19/5/1-13
DIALOG File1: ERIC - 66-83/Feb (Item 1 of 13) User 1210 1mar83

EJ265387 CE512169
Managing Cooperative Education and Placement Together.
McKay, C. Forrest; Lamb, Samuel H.
Journal of Cooperative Education, v18 n3 p57-64 Sum 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Discusses possible solutions to the problems of declining enrollments and reduced federal aid. Solutions include tapping new markets, i.e., older students, and living with reduced staff and budgets while striving for increased productivity. Another solution is to combine placement functions and cooperative education to enhance students' potential for locating employment after graduation. (JOW)

Descriptors: Career Planning; *Cooperative Education; Declining Enrollment; *Educational Administration; Higher Education; *Job Placement; Nontraditional Students; *Student Employment
Identifiers: *Career Resource Centers

EJ261045 CE511949
Entering the Mainstream: Focus on the Career Resource Center Program at Rock Valley College.
Milbrath, Clement D.; Farney, Patricia J.
Journal of Career Education, v8 n3 p225-33 Mar 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes a career exploration program that assists college freshmen in formulating realistic and flexible personal career plans. Aspects of the program that are discussed include initial organization, technical services, guidance services, career resource center development and growth, and impact on advisement and guidance services. (CT)

Descriptors: *Career Exploration; *Career Planning; *College Freshmen; *Guidance Centers; *Resource Centers; Two Year Colleges
Identifiers: *Career Information Centers; Rock Valley College IL

EJ248205 CG520873
Self-Directed Career Planning for Persons with Disabilities.
Anderson, Judith A.; Reardon, Robert C.
Journal of Employment Counseling, v18 n2 p73-81 Jun 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Describes a career development project that addresses the special needs of disabled adults by: (1) developing a multimedia-based, self-directed career planning program; (2) providing a training program for 15 disabled adults working as paraprofessional career guidance technicians; and (3) establishing linkages with educational institutions and community agencies. (Author)

Descriptors: Adults; Agency Cooperation; *Career Development ; Career Planning; Learning Activities; Learning Modules; *Peer Counseling; *Physical Disabilities; Program Descriptions ; Program Evaluation; *Resource Centers; *Self Directed Groups ; Training Methods

EJ246655 CE511108
Whys, Hows of Starting Career Resource Centers.
Polo, James B.; Mihelich, Andrew L.
Illinois Vocational Education Journal, v37 n2 p30-32 Win 198
1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Examines several elements of developing a school career resource center: assessment of school's career development activities and materials; administrative support; plan of action; location; interest sections; information on education, careers, self-assessment, special interests; selecting and gathering materials; advisory committees; public relations programs; and an evaluation component. (CT)

Descriptors: Advisory Committees; *Career Development; *Educational Resources; *Needs Assessment; Program Development ; Program Evaluation; Public Relations; Secondary Education; *Self Evaluation (Individuals)
Identifiers: *Career Information Centers

EJ239888 CE510700
Implementing Career Education at the Local Level: Pima County Developmental Career Guidance Project.
McKay, Joyce
Journal of Career Education, v7 n2 p134-40 Dec 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Discusses aspects of the Pima county (Arizona) career guidance project: counseling theory, the counselor-consultant model, community resource center services, project accountability, and future needs. (CT)

Descriptors: Accountability; Career Counseling; *Career Guidance; *Community Resources; *Counseling Theories; *Demonstration Programs; *Guidance Programs; *Resource Centers
Identifiers: *Arizona (Pima County)

EJ238182 CE510611
Career Resource Centers In Business and Industry.
Moir, Elizabeth
Training and Development Journal, v35 n2 p54-57 Feb 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Discusses career centers as a relatively inexpensive way for management to affirm its interest in maintaining dynamic employees. Describes the Career Resource Center at the University of California's Lawrence Livermore National Laboratory, its organization and services. (JOW)

Descriptors: *Business; *Career Development; *Career Planning; *Industry
Identifiers: *Career Information Centers; Lawrence Livermore National Laboratory CA

EJ238127 CE510556
A Guide to Setting Up a Career Resource Information Center.
Martin, Gail M.
Occupational Outlook Quarterly, v24 n3 p12-17 Fall 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Details a method of setting up and administering a career resource center in a public library. Gives specific sources of information and materials. (JOW)

Descriptors: *Career Choice; *Career Planning; *Library Administration; *Library Material Selection; *Occupational Information; *Public Libraries; Resource Centers
Identifiers: *Career Information Centers

EJ206869 IR507073
Career Education Data Bases and Systems.
Laird, Nicola R.
School Media Quarterly, v6 n1 p28-32 Fall 1977
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Describes three career education data bases and systems as examples of what is available to the school media specialist involved in the structure of time, space, and resources to create a program of instruction geared to the personalized needs of students and teachers. (Author/CMV)

Descriptors: *Career Education; Curriculum Development; *Data Bases; Guides; Information Centers; Information Networks ; *Information Systems; Media Specialists; Resource Centers

EJ190052 CG515115
Barriers to Adult Career Change.
Fredrickson, Ronald H; And Others
Personnel and Guidance Journal, v57 n3 p106-69 Nov 1978
Available from: Reprint: UMI
Language: ENGLISH

Barriers to adult career change are identified and a five-county regional learning service using paraprofessionals is described. Results in working with more than 200 adults making career changes are reported. (Author)

Descriptors: *Adults; *Career Change; Career Choice; *Counselor Role; Paraprofessional Personnel; Program Descriptions; *Resource Centers

EJ120484 CE503251
Career Education "Hoosier Style"
Smith, Paul L., Jr.
Career Education Digest, 2, 5, 24-7 Mar/Apr 1975
Language: ENGLISH

The author describes the Indiana Career Resource Center--its objectives and services. A primary effort has continued to be that of serving an ever-expanding geographical area, and to serve various organizational structures. The future activities demand increased awareness and preparation of its staff. (Author/JB)

Descriptors: *Career Education; *Inservice Education; Institutional Cooperation; *Instructional Materials; *Resource Centers; *Resource Materials
Identifiers: Indiana

EJ106593 SP502996
Providing Career Education through Teachers: Three Related Models
Nelson, Randolph J.
Peabody Journal of Education, 52, 1, 14-7 Oct 1974
Language: ENGLISH
Descriptors: *Career Education; *Career Guidance; Career Planning; Inservice Teacher Education; Institutes (Training Programs); *Models; Resource Centers; School Business Relationship

EJ087823 EC060042

A Public School Program of Economic Independence for Special Education Students

Greenspan, Stanley; Horvath, Richard

American Annals of the Deaf, 118, 5, 567-84 Oct 1973

Language: ENGLISH

Described is the vocational education and work experience program for 1600 handicapped students, 3 to 21 years of age, in the Mount Diablo School District in California, and emphasized is the component for 100 aurally handicapped students in preschool through high school. (MC)

Descriptors: *Career Education; Curriculum; Employment Opportunities; *Exceptional Child Education; *Hearing Impairments; Resource Centers; *School Districts; Special Education Teachers; *Work Study Programs

Identifiers: California

EJ061015 VT503746

Career Development in New Jersey

Gambino, Thomas W.

Research Bulletin, 17, 2, 11-17 W 1972

Language: ENGLISH

Describes the basic ideas underlying the Governor Cahill Career Development Vocational Education Pilot Project. (Editor)

Descriptors: *Career Education; Career Guidance; *Career Planning; *Developmental Programs; Educational Objectives; Inservice Education; Job Placement; *Pilot Projects; *Program Descriptions; Resource Centers

Identifiers: New Jersey

FORMAT OF
RESOURCES IN EDUCATION (RIE)

Clearinghouse Accession Number

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Title of Document

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EDRS Price *

Abstract of Document

Descriptors (words which tell the contents of the document)

ED202495 JC810216

Community College Vocational Education 1980's: Crucial Variables and Faculty Growth.

Landis, Jeanne T.

25 Mar 1981 21p.; Paper prepared for the Annual Community College Research Conference (Monterey, CA, March 25-27, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT81

After examining societal factors that shape the role of vocational education, this paper presents instructional delivery and faculty development models designed to meet the vocational education needs of contemporary society. The report first identifies, as part of a model for educational viability, three forces affecting vocational programming: society's demands for a trained workforce, the individual's demands for fulfilling employment and upward mobility, and the subject matter taught in response to the demands of both. The interaction of these forces is then examined in an historical review of the development of vocationalism in American higher education. A discussion follows of forces currently affecting vocational education, including increasing fiscal conservatism and the diversity of students and their needs and demands. The paper then presents four models for increasing educational effectiveness: (1) a student achievement model, which depicts student success as a function of his/her ability to define and work toward personal goals; (2) a model for individualized instruction, which gears the instructional and adjunct operations of a college toward meeting the learning objectives of students; (3) a counseling model designed to increase retention by helping the student to set and achieve realistic goals; and (4) a faculty growth model, which provides incentives and support. Diagrams illustrate the models. (JP)

Descriptors: *Academic Achievement; Access to Education; College Faculty; *Educational Counseling; Educational History; Educational Trends; *Faculty Development; *Individualized Instruction; Models; Social Stratification; Socioeconomic Influences; Student Educational Objectives; Two Year Colleges; Two Year College Students; *Vocational Education

* Price through ERIC Document Reproduction Service. Order by ED#. See order information on back page. MF--microfiche; PC--paper copy. Other sources are listed when not available from EDRS.

ED219712 CG016130
For Technical Career Jobs, a Career Resource Center.
Blai, Boris, Jr.
1982 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJAN83

This paper describes a career resource center (CRC) and its importance to technical career programs. The role of the professional staff in helping students make crucial decisions is described. A review of the literature is presented which lists resources and information that may be helpful in setting up a career resource center. Data are reported from studies of college career programs along with recommendations for developing career guidance centers. A description of the CRC at Harcum Junior College (Pennsylvania) is described, including the guidance activities, full-time, part-time and summer job placements, employer-college relations, the career library, the credentialing process, and job recruiter visits. (JAC)

Descriptors: *Career Counseling; College Students; *Employment Services; Higher Education; *Job Placement; Literature Reviews; Program Descriptions; Program Design; Student Development; *Student Personnel Services; Student Personnel Workers; *Technical Occupations

Identifiers: *Career Resource Centers

ED219545 CE033230
Greater Resources and Opportunities for Working Women. Project Opportunity.
Fox, Shirley Robock; And Others
Coalition of Labor Union Women, Detroit, Mich.; National Inst. for Work and Learning, Washington, D.C.
1980 121p.
Sponsoring Agency: Women's Educational Equity Act Program (ED), Washington, DC.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJAN83

Based on Project Opportunity (a cooperative project to provide union affiliated women with opportunities for career exploration, job counseling, and continuing education), this handbook is a guide to encourage the establishment of on-going programs whose basic purpose is to expand the educational and career development opportunities for working women. It is intended for use by a wide variety of organizations whose members may or may not belong to unions. The handbook contains five chapters. Chapter 1 introduces the book and provides an overview of Project Opportunity, while chapter 2 explains how to conduct a needs assessment to determine local needs for such a program. Chapter 3 then addresses the development of a program designed to meet the needs identified through the assessment process; establishing a resource center is the focal point of the program. In chapter 4, techniques which local administrators can use are presented, while the final chapter suggests ways to get organizations to undertake and support an opportunities program, including outreach, orientation, and organization. The appendix contains an annotated bibliography, two case studies from the project, summaries of the training sessions, resource agencies, and a listing of people who participated in the experiment. (KC)

Descriptors: Adults; Career Counseling; *Career Development; Career Education; *Career Guidance; *Continuing Education; Educational Needs; Educational Resources; *Employed Women; Guidelines; Needs Assessment; *Program Development; Program Implementation; *Resource Centers; Resource Materials; Unions

Identifiers: Project Opportunity

ED219538 CE033188

Adult Resource Center--A Community/University Project.

Vegso, Kathryn A.

Mar 1982 15p.; Paper presented at the American Personnel and Guidance Association (APGA) Annual Meeting (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEJAN83

Cooperative planning, based upon a decade of reentry programs for adults, culminated in the establishment of a public service known as the Adult Resource Center at the University of Akron (Ohio). Located in a renovated building between the campus and the downtown community, the Adult Resource Center serves as a liaison with social service agencies, businesses, and other educational units in a 10-county area. The Center provides guidance to adults in deciding if, when, or where they want to continue to learn. The center serves 700 persons per month, providing individual and group career/life planning services from learning consultants--peer counselors who have made changes in their own lives and recognize the value of continuing to learn. The Center also provides programs of career alternatives for educators, faculty development for new learners, academic advisement, outplacement services, retirement planning, and management development. Much of the success of the Center is based on a continuing evaluation process to determine the needs of adults and the effectiveness of the service. Future directions of this human resource development service will be determined by many factors, such as educational budgets, changes in the work place, increased needs for marketing strategies of admissions personnel in postsecondary institutions, improved technology which may make the service available in the home or work place, and increased needs of professionals and retired persons. (Author/KC)

Descriptors: Adult Education; *Adult Learning; *Adult Students; *Career Counseling; Career Development; Career Guidance; *Career Planning; Educational Innovation; Educational Needs; Lifelong Learning; *Peer Counseling; Postsecondary Education; Program Development; Program Evaluation; *Resource Centers

Identifiers: University of Akron OH

ED215714 JC820132

Status Survey of Guidance and Counseling Services in Michigan Community Colleges.

Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.

Feb 1981 127p.

Sponsoring Agency: Michigan State Dept. of Education, Lansing. Community Coll. Services Unit.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Michigan

Journal Announcement: RIESEP82

In 1980, a study was conducted to determine the status of guidance and counseling at Michigan's community colleges. The Dean of Occupational Education, Dean of Student Services, and a guidance staff member from each of the 29 community colleges in the state were asked to provide detailed information on the counseling and vocational guidance services offered; job placement office status and activities; individuals with counseling or advisory responsibilities; sources of career exploration/decision-making information for students; professional development activities of guidance personnel; conduct of occupational skills needs assessments; career resource centers; articulation agreements; promotional activities conducted; needs for consultation/technical assistance; status of features considered beneficial to community colleges; exemplary models, processes, or courses in career guidance; and preferred methods for disseminating survey results. The interviews revealed that: (1) all 29 colleges provided special services for the unemployed, displaced homemakers, and nontraditional occupations, and career exploration seminars; (2) 27 schools had a formal job placement office; (3) seven colleges provided release time for professional development; and (4) 25 colleges conducted occupational needs assessments. The survey report outlines study purposes, methodology, findings, and recommendations. The questionnaire and original study report are appended. (KL)

Descriptors: Articulation (Education); Career Counseling; *Career Guidance; *Community Colleges; *Counseling Services; Counselor Role; Institutional Research; Job Placement; Questionnaires; Staff Development; State Surveys; Two Year Colleges

Identifiers: *Michigan

ED215099 CE031718

Career Education Management Activity Guide.

Gould, Catherine

Maine State Dept. of Educational and Cultural Services, Augusta. Office of Career Education.

1981 114p.

Sponsoring Agency: Maine State Employment and Training Council, Augusta.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Maine

Journal Announcement: RIESEP82

Government: State

This booklet, written by practitioners in the field, is designed to be a practical "how-to" guide to help teachers and administrators to set up a K-12 career education program. The first section of the guide presents a rationale for career education, and general information on setting up a local plan for comprehensive career education. The second section of the manual presents career education program activities for administrators, staff, and students. Activities proposed for administrators include a needs assessment, a career education plan, community action councils, a public relations program, and advice on working with Comprehensive Employment and Training Act (CETA) agencies. Staff activities suggested for developing and conducting a career education program include an inservice teacher education program, career education planning matrix, career resource centers, using video in career education, using media centers, using labor market information, and the Career Information Delivery System (CIDS) as a counselor/teacher resource. Activities which can be conducted for and by students are a career fair, a career awareness fair, mini-workshops, job shadowing, community-based learning, resource site development for community-based learning, independent study program, and a job placement program. For each activity, grade levels, objectives, information on how to conduct the activity, needed forms, and the name and address of a contact person is provided. All the activities were developed by career education teachers and administrators in Maine. (KC)

Descriptors: Administrator Guides; Advisory Committees; Agency Cooperation; Career Awareness; *Career Education; *Educational Planning; Elementary Secondary Education; Guidelines; Independent Study; Inservice Teacher Education; Job Placement; Labor Needs; *Learning Activities; Learning Resources Centers; Needs Assessment; *Program Development; *Program Implementation; Public Relations; Resource Centers; School Community Relationship; Teaching Guides; Video Equipment

Identifiers: Career Information System; Maine

ED215098 CE031717

Preparing Maine's Youth for the World of Work.

Gould, Catherine; Thompson, Stephen

North East Educational Consortium, ME.

Oct 1981 25p.

Sponsoring Agency: Maine State Dept. of Educational and Cultural Services, Augusta.; Maine State Employment and Training Council, Augusta.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Maine

Journal Announcement: RIESEP82

Government: State

A joint project in Maine was conducted to improve Comprehensive Employment and Training Act (CETA)/school collaboration in the delivery of career education services to students in grades 7-12. Following a needs assessment and successful application for a funding grant, participating agencies formed local CETA/career education linkage teams which were responsible for program planning and implementation. Each school system carried out the following programs: (1) development and implementation of a comprehensive career education curriculum for K-12; (2) implementation of five experimental career education programs; (3) establishment of a career education resource center; and (4) delivering career and occupational information. In addition, state-level subcontracts were let to contractors who completed a series of career education conferences and workshops throughout the state; performed a programmatic assessment of career education in Maine; published the Career Education Management Activity Guide; established a work education resource center; and published Maine's Work/Education Quarterly. As a result of the project, eight recommendations were made for increased funding for career education and increased linkages between the schools' career education programs and CETA agencies. (KC)

Descriptors: *Career Education; Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Education Work Relationship; Federal Programs; *Information Dissemination; Institutional Cooperation; Job Training; Occupational Information; Program Improvement; Resource Centers; Secondary Education; Shared Services; *Statewide Planning; Youth

Identifiers: *Comprehensive Employment and Training Act; *Linkage; Maine

ED213951 CE031734

A Massachusetts Guide: Promising Practices in Career Education.

Thayer, May M., Ed.; Chase, Elizabeth C. R., Ed.

Massachusetts Univ., Amherst. Inst. for Governmental Services.

Dec 1981 94p.; For a related document see CE 031 733.

Sponsoring Agency: Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEAUG82

This guide provides descriptions of 33 promising practices in career education in Massachusetts, which represent a cross-section of geographical locations, student populations, and program components. It is designed for use by school administrators, guidance personnel, teachers, and community members who are looking for suggestions on how to implement, revise, or augment career education programs in their schools. The programs described provide for curriculum infusion, staff development, community collaboration, career guidance, resource centers, and services to special populations. The guide is divided into four sections including an introduction. Section 2 covers the specific program descriptions which are subdivided by these grade levels: comprehensive (K-12), elementary, middle-junior high, high school, and combined junior-senior high. Each description contains this information: objectives, program emphasis, description of activities, planning procedures, staffing, training, advice and suggestions from project directors, materials (when available), and contact person. Section 3, on planning and implementing career education programs, is a brief summary of suggestions and advice solicited from program directors. Part 4, the geographical index, is a guide to locating programs within specific geographical areas. (YLB)

Descriptors: *Career Education; *Career Guidance; Community Cooperation; Demonstration Programs; Disabilities; Disadvantaged; Elementary Secondary Education; *Fused Curriculum; Program Descriptions; Program Development; *Program Implementation; Program Improvement; Resource Centers ; School Community Relationship; *Staff Development

Identifiers: *Massachusetts; *Promising Practices

ED203976 JC810461

Reorganizing the Career Resource Center in a Community College.

Kelemen, Paul; Thorpe, Diane

[1980 53p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Texas

Journal Announcement: RIENOV81

In response to the failure of North Lake College's Career Resource Center to meet its intended objectives, this report reviews the strengths and weaknesses of the original center proposal, assesses the present organization of the center, and outlines steps for its reorganization. The paper begins by providing background on the college and the center, which was created to provide students and community members with resources and services for self-assessment, career decision-making, occupational information, educational planning, job-search skills, and career adjustment. The present state of the center is then described, revealing that it is unstaffed, the materials are dispersing, and few students are being served. Plans for the center's reorganization, which are based to a large extent on a review of the literature, are presented with respect to: (1) securing a larger, more appropriate location; (2) creating an attractive and comfortable environment; (3) staffing requirements; (4) selecting resources in the areas of occupational, educational, and social information; (5) the best filing system for the center's bound and unbound materials (the advantages and disadvantages of four filing systems are considered); (6) computer-assisted guidance; (7) multimedia technology; (8) budgeting; (9) program content and delivery systems; (10) publicizing the center; (11) ongoing evaluation; and (12) options for the future. (AYC)

Descriptors: Administrative Problems; Budgets; *Career Guidance; Computer Oriented Programs; Delivery Systems; Educational Technology; Failure; Filing; *Guidance Centers; Media Selection; *Occupational Information; Personnel Needs; *Program Development; Program Evaluation; Publicity; *Resource Centers

Identifiers: North Lake College TX

ED203034 CE029058

Oakland Community Career Education Resource Center. Final Report.

Industry-Education Council of California, Burlingame.

[1979 314p.; Some pages will not reproduce well due to light, broken type. For related documents see ED 163 226, ED 167 775, and ED 170 537.

Sponsoring Agency: Office of Career Education (ED), Washington, D.C.

Contract No.: 300-78-0516

EDRS Price - MF01/PC13 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIENOV81

A community career education resource center (CCERC), designed to expand the audience of career education programs to include adults and out-of-school youth, was developed in Oakland, California. The center was constructed as the hub of a network of existing services. Included in the network of over 300 agencies linked by the Oakland CCERC are the Oakland Public Schools, the Employment Development Department, the National Alliance of Business, the Oakland Youth Employment Service, the Community Careers Council, Oakland Adult School, and Peralta Colleges. Center services included simulation, counseling, occupational information, placement, teacher training, and providing experiences in the world of work. Examination of the development and operation of the Oakland CCERC combined with a national survey conducted by the project made possible the identification of some central principles concerning the formation of a CCERC. The Oakland CCERC expanded the career education audience and filled service gaps in the area of linking components, thus enabling existing agencies to function cooperatively and better serve and refer their clients. Six appendixes contain information on developing, implementing, and funding a CCERC. (MN)

Descriptors: *Adults; Articulation (Education); Career Counseling; *Career Education; Community Centers; Community Programs; Community Services; Coordination; Counseling Services; Educational Cooperation; Educational Facilities; Educational Needs; Educational Resources; Inservice Teacher Education; Job Placement; Linking Agents; National Surveys; Needs Assessment; Occupational Information; *Out of School Youth; Program Descriptions; *Program Development; *Program Effectiveness; Program Implementation; *Resource Centers; Simulation; Surveys; Work Experience Programs

Identifiers: Educational Brokerage; Education Amendments 1974; *Oakland Community Career Educ Resource Center CA

ED199454 CE028219

Getting Ready for School Improvement in Career Education.

Smey, Barbara A.

Research for Better Schools, Inc., Philadelphia, Pa.

Jan 1981 52p.; Italicized print and colored pages will not reproduce well. For related documents see CE 028 216-221.

Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEAUG81

These materials for a one-day workshop on reviewing topics relevant to school improvement efforts in career education consist of six activities. Topics covered in the activities are an overview of the workshop, the initial meeting between linkers, diagnosing a school's readiness for change, getting school community people involved in planning for school improvement in career education, managerial structure for a career education program, and career education resource and technical assistance centers. Each activity contains a statement of purpose, its estimated time, an explanation of its format, and specific implementation suggestions. Twelve activity handouts are provided. These include a workshop agenda, a role play scenario, role profiles, an instrument for designing a school's readiness to change, lists of groups comprising a school community and factors encouraging and discouraging people from serving in school communities, suggested recruiting actions, a worksheet for designing a career education program managerial structure, and a design of and suggestions for such a structure. (Five other career education workshops covering career education concepts and practices, linking agents, program design, opinion surveys, and school improvement processes are available separately through ERIC--see note). (MN)

Descriptors: Behavioral Objectives; *Career Education; Change Strategies; Community Involvement; Definitions; Educational Change; Educational Facilities; Educational Improvement; Educational Resources; *Inservice Teacher Education; Instructional Materials; Learning Activities; Linking Agents; Meetings; Planning; Program Administration; *Program Development; *Program Improvement; Recruitment; Resource Centers; Role Playing; School Community Relationship; School Districts; School Involvement; Workshops

ED198327 CE028015

Evaluation of Career Education Projects, 1979-80. Report #8124.

Chern, Hermine C.; And Others

Philadelphia School District, Pa. Office of Research and Evaluation.

Dec 1980 287p.; For related documents see ED 132 169, ED 156 697, and ED 163 038.

EDRS Price - MF01/PC12 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEJUL81

This document contains evaluations of the thirty vocational/career education programs funded during the 1979-80 school year in the School District of Philadelphia. The first section consists of a brief summary of the conclusions and recommendations concerning each program. The remainder of the document consists of the complete evaluation reports for each of the projects. Each evaluation follows a format providing the following information: category, project area, proposal number, budget, person responsible for project, and location(s). Narrative portions include (1) project description, (2) project history, (3) project objectives as stated in the proposal, (4) project implementation, (5) evaluation plan: questions answered, (6) attainment of objectives, and (7) conclusions and recommendations. (YLB)

Descriptors: Adult Vocational Education; Basic Skills; Bilingual Education; *Career Education; Daily Living Skills; Disabilities; *Disadvantaged; Employment Potential; Guidance Programs; Health Occupations; Home Economics; Individualized Instruction; Job Skills; Mainstreaming; Objectives; Parenthood Education; Program Descriptions; *Program Effectiveness; Program Evaluation; Program Implementation; Remedial Instruction; Resource Centers; Secondary Education; Service Occupations; *Staff Development; Student Organizations; *Vocational Education; Work Experience Programs; Work Study Programs

Identifiers: *Philadelphia School District PA

ED193515 CE027027

CSRA CESA Project for Incremental Improvement in Career Education. Final Report, October 1, 1978, to September 30, 1979.

Harper, Margaret T.

Central Savannah River Area Cooperative Educational Services Agency, Thomson, Ga.; Columbia County School System, Appling, Ga.

1979 161p.; Some pages will not reproduce well due to light and broken type. For related documents see CE 027 028, CE 027 032-033, ED 163 226, and ED 167 775.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH80466

Contract No.: G0078C0015

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEMAR81

This document contains the final and evaluation reports of a Central Savannah River Area Cooperative Educational Services Agency (CSRA CESA) career education project to effect incremental improvements in elementary, junior high, and senior high schools in the Columbia County School System. The final report describes these major activities: infusion of career education into teaching of basic skills, establishment of resource centers and a teacher advisory system, and development of implementation materials (guide for implementation of the teacher advisory system and three teacher guides). (Some guides are available separately--see note.) The evaluation report describes the final evaluation to determine student and teacher advancement during the project (1976-79). Following a discussion of program components, goals, and objectives, results are given of the evaluation, which used four process instruments: Program of Exploration in Career Education Knowledge Test (PECE), Self Observation Scales, Senior High Assessment of Reading Performance, and Criterion Reference Testing on Career Development (CRT). These results indicating program success are reported: scores improved for the PECE and CRT and were often higher than Georgia norms, and responses to a Teacher Survey showed that teachers felt good about career education. Extensive tables of results and scores and statistical analysis are included. (YLB)

Descriptors: Basic Skills; *Career Development; *Career Education; *Career Guidance; Demonstration Programs; *Educational Improvement; Elementary Secondary Education; Fused Curriculum; Material Development; Models; *Program Effectiveness; Program Implementation; Student Evaluation; Summative Evaluation; Teacher Attitudes; Teacher Evaluation; *Teacher Guidance

Identifiers: *CSRA CESA Project GA; Education Amendments 1974; Georgia (Columbia County)

ED192163 CE026863

Labor and Career Education: Ideas for Action. Handbook of Ideas for Involving and Integrating Labor in Career Education.

Topougis, Nicholas J.
Akron Public Schools, Ohio.
[1980 193p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-78-0275
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB81
Government: Federal

This handbook provides specific examples of activities and procedures of labor-education collaboration within the context of the career education program. It is intended to help interested communities develop or expand labor's active involvement in the educational process. After an introduction, a section lists a number of concerns shared by organized labor and education. Other brief sections focus on career education as a vehicle for establishing communication with labor, Ohio's career development program, and labor-career education in Akron. Three sections concerning labor resources in education review the general structure and function of the various labor unions found in the community and identify areas of expertise and interests. In the next section guidelines for planning and implementing inservice labor-education programs for educators are provided. Following a section providing direction for developing integrated curriculum units on organized labor, secondary-level labor-education instructional units with sample lessons and objectives are provided. The next section gives examples of additional ways in which labor education can be incorporated into other areas of the school curriculum. A final section provides direction for developing a labor-education multimedia resource center and describes the minimum materials which should be available. A bibliography is provided. (YLB)

Descriptors: Career Development; *Career Education; *Curriculum Development; *Educational Cooperation; Education Work Relationship; Elementary Secondary Education; Guidelines; *Inservice Teacher Education; Integrated Curriculum; *Labor; Labor Demands; Labor Economics; Program Development; Program Implementation; Resource Centers; School Business Relationship ; *School Community Relationship; Unions; Units of Study
Identifiers: Ohio

ED190957 CG014604

Project OPTION: Opening People to Increasing Opportunities Now.

Lynch, Maureen V.; And Others
Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

Jun 1979 195p.
Sponsoring Agency: Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); GENERAL REPORT (140)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEJAN81

This summary provides an overview of Project OPTION, designed to reduce the influence of sex role stereotyping on student career choice; to increase student, parent, school, and community awareness of the negative consequences of sex bias; and to promote sex-fair and sex-affirmative teaching strategies. The materials include: (1) background information; (2) surveys of student career plans and sex role attitudes; (3) activities used with students, teachers, administrators, parents, employers, and community members to reduce sex role stereotyping and increase career option awareness; (4) instructions for establishing a career resource center; (5) an assessment of the impact of Project OPTION; and (6) a list of planned follow-up strategies. The appendices contain examples of the forms, questionnaires, resource lists, and reference materials used in the project. Although geographically specific, this document provides a model program for reducing sex bias in student occupational choice that is adaptable to other settings. (Author/HLM)

Descriptors: *Attitude Change; *Career Choice; Career Development; Elementary Education; Elementary School Students; *Learning Activities; Middle Schools; Models; Parent Participation; Program Descriptions; *Resource Centers; *Sex Fairness; *Student School Relationship; Vocational Education
Identifiers: *Project OPTION

ED188535 HE012825
Adult Access to Education and New Careers: A Handbook for Action.
Aslanian, Carol B.; Schmelter, Harvey B., Ed.
College Entrance Examination Board, New York, N.Y. Future Directions for a Learning Society.
1980 149p.
Available from: College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($9.75)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIENOV80

In an effort to help colleges and universities meet the needs of the growing portion of the adult American population seeking postsecondary education, this handbook provides guidelines for the establishment of adult career centers. Although not prescribing a single model or instructing in counseling techniques, the handbook defines overall goals and objectives, provides a framework for planning, generates ideas, identifies choices, indicates strategies and sequences that have worked for others, and suggests practical solutions to common problems. Eight chapters address these areas: (1) objectives; (2) services and methods for offering them; (3) career materials collection planning and accumulation; (4) facilities planning (including a floor plan of an existing center); (5) planning and selection of staff; (6) finance, and the integration of budget and program planning; (7) marketing goals and methods; and (8) program evaluation. Sample checklists, reports, outlines, and budgets are included throughout. (MSE)

Descriptors: Administrator Guides; Adult Education; *Adults; Budgeting; Career Change; *Career Education; *Career Planning; Counseling Objectives; *Counseling Services; Delivery Systems; Facility Planning; *Guidance Centers; Higher Education; Marketing; Organizational Objectives; *Postsecondary Education ; Program Development; Program Evaluation; Resource Centers

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ED187855 CE024709
CIS Implementation Handbook.
Steward, Naomi; Wiles, Jeff
Oregon Univ., Eugene. Career Information System.
Sep 1978 295p.; For related documents see CE 024 707-708 and ED 151 514.
Available from: Oregon Career Information System, 247 Hendricks Hall, University of Oregon, Eugene, OR 97403 ($11.00)
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); BIBLIOGRAPHY (131); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Oregon
Journal Announcement: RIENOV80

This handbook for school and agency staff presents information on implementing a Career Information System (CIS). Section 1 describes the content, format, and use of CIS information files. Each type of file is discussed individually and sample printouts are included. Section 2 provides materials on QUEST, the twenty-one question process by which the user constructs an individual profile by expressing work/job preferences that are matched to an individualized list of occupations. Section 3 concerns these topics regarding site coordination: standards for CIS use, publicizing CIS, involving faculty, CIS and the guidance process, utilizing paraprofessionals and student aides, career resource centers, CIS statistical package, and troubleshooting. Additional resources provided in section 4 include a glossary and resource lists compiled by Seattle Public Schools, including student reference materials, reference books for students, professional reference, and kits and sets. The final section, amounting to over one-half of the manual, consists of learning activities developed by users or site coordinators for implementing CIS in counseling centers and classrooms. Activities are grouped into career guidance and the subject matter areas of language arts, social studies, science, mathematics, physical education, art, personal finance, business, industrial arts, health, and food services. (YLB)

Descriptors: Career Counseling; *Career Education; *Career Exploration; *Career Guidance; *Computer Oriented Programs; Cooperative Programs; Coordination; Educational Technology; Guidance Centers; *Information Services; *Information Systems; Learning Activities; Occupational Information; Postsecondary Education; Program Descriptions; Program Implementation; Resource Materials; Secondary Education; Vocational Interests

Identifiers: Career Information System; Oregon; QUEST Process

ED186615 CE024460

Career Education Training and Instructional Materials System. Annual Report, September 16, 1978-September 15, 1979.

Montana Univ., Missoula. National Center for Career Education.

1979 162p.; Not available in paper copy due to poor print quality. For related documents see ED 163 226, ED 167 775, ED 170 468, and ED 182 556.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH70344

Grant No.: G007802032

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Montana

Journal Announcement: RIEOCT80

This annual report reviews progress for fifteen scope-of-work items of the National Center for Career Education's (NCCE) Career Education Information Training and Instructional Materials System (CEITAIMS) (September 1978-September 1979). These results to date are reported: acquisition of 8,687 items nationally; collection and classification of 8,486 items; maintenance of a materials system for national access; provision for access to materials through the National Lending Library, Pre-Packaged Starter Libraries, Topic Catalogs, and computer tie-ins to NCCE's data bases; implementation of major revisions of existing materials processing and information segment; dissemination of bimonthly newsletters to 8,200 individuals and over 450 mini-libraries to state coordinators of career education and practitioners in thirty-four states and territories; delivery of basic training models and special services; refinement of needs assessment instrumentation for use by local practitioners; maintenance of staff to deliver staff development inservice nationally; maintenance of dialog with national, regional, and multi-state agencies; maintenance and expansion of exchange of information with other dissemination agencies; and participation in significant conferences. Appendixes, amounting to over one-half of the report, include The Career Educator's Guide to Resources and Technical Assistance, available from NCCE, the NCCE Mini Libraries Demonstration Kit, and a third-party evaluation. (YLB)

Descriptors: Annual Reports; *Career Education; Data Bases; Educational Resources; *Information Dissemination; Information Processing; Information Services; Information Sources; *Information Systems; Inservice Teacher Education; Instructional Materials; Media Selection; National Programs; *Resource Centers; Resource Materials; *Staff Development; *Technical Assistance

Identifiers: Education Amendments 1974; National Center for Career Education MT

ED183796 CE024338

William James College. A Model for Integrating Liberal and Career Education. Final Report.

Grand Valley State Colleges, Allendale, Mich. William James Coll.

Sep 1979 72p.; For related documents see CE 024 339, ED 132 284, and ED 138 786.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Contract No.: 300-77-0472

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEAUG80

A project was conducted at William James College (Michigan) to develop a model designed to demonstrate the infusion of career education into liberal arts education. The project focused on the following five types of activity: (1) increasing faculty understanding of career education to provide strategies for relating teaching to career choices; (2) expanding community involvement in all aspects of career and liberal arts education offered at William James College (WJC); (3) establishing a career resources center to provide academic and career counseling; (4) evaluating contract activities by an external evaluator; and (5) informing other liberal arts institutions of the accomplishments of this demonstration model. Initially, the bulk of staff energy was spent on faculty seminars, workshops, and systematic development activities. Next, the project focused on community collaboration efforts, and then finally on the development of a career resources center. External evaluators assessed the general impact of the project on the college and measured specifically to what extent the college accomplished the learner-oriented objectives established early in the contract. (Specific results of the external evaluation are available separately--see Note.) At the end of the performance period, a national conference was held to inform participants from other liberal arts colleges, and other interested educators, about the results of the WJC project and to explore implications for replicability. (BM)

Descriptors: *Career Education; Community Involvement; *Demonstration Programs; *Faculty Development; *Fused Curriculum; Information Dissemination; *Liberal Arts; Postsecondary Education; *Program Development; Program Evaluation; Resource Centers

Identifiers: Education Amendments 1974; William James College MI

ED183742 CE024126

Communicating Career Education: Business, Industry, Labor and Government Models. The Northwest Connection Occasional Paper Series, Issue 3, March 1980.

Druian, Greg

Northwest Regional Educational Lab., Portland, Oreg.

Mar 1980 9p.; For related documents see CE 024 124-125.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEAUG80

This last in a series of three papers on models for communicating and disseminating career education programs highlights models used in four sectors, i.e., business, labor, industry, and government. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, the differences in the networks represented by each of the four sectors are covered. Next, the aforementioned levels of dissemination are covered consecutively and include examples of how business; industry, labor, and government are using each level of dissemination to cover career education. Finally, the paper concludes with suggestions regarding the future of disseminating career education. (EM)

Descriptors: Business; *Career Education; Demonstration Programs; Government (Administrative Body); Industry; Information Centers; *Information Dissemination; Information Networks; *Information Services; *Information Sources; Labor; *Models; Program Implementation; Resource Centers; Resource Materials

Identifiers: United States

ED183741 CE024125

Communicating Career Education: State Models. The Northwest Connection Occasional Paper Series, Issue 2, November 1979.

Druian, Greg

Northwest Regional Educational Lab., Portland, Oreg.

Nov 1979 9p.; For related documents see CE 024 124-126.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEAUG80

This second in a series of three papers on models for communicating and disseminating career education programs highlights selected state models. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, several spread mechanisms utilized by states to disseminate career education information are covered. Then follows a presentation of varied examples of state information and resource exchange centers. Next, choice mechanisms utilized by some states are discussed. Finally, the implementation strategies used by several states are described, such as networks, training programs, and peer interaction. This paper includes a table listing thirteen states and for each includes the names and addresses of the project contact person and career education coordinator; and the available dissemination services. (EM)

Descriptors: *Career Education; Demonstration Programs; Guides; Information Centers; *Information Dissemination; Information Networks; *Information Services; *Information Sources; *Models; Program Implementation; Resource Centers; Resource Materials; State Programs

Identifiers: United States

ED183740 CE024124

Communicating Career Education: National and Regional Models. The Northwest Connection Occasional Paper Series, Issue 1, September 1979.

Druian, Greg

Northwest Regional Educational Lab., Portland, Oreg.

Sep 1979 13p.; For related documents see CE 024 125-126.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEAUG80

This first in a series of three papers on models for communicating and disseminating career education programs covers national and regional models. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, common mechanisms for spread are described, such as newsletters, brochures and materials packets, handbooks/guides, catalogs and sourcebooks, and journal articles. Next, two types of exchange models are described, including examples: (1) service agency-client model and (2) a model involving a person in a linkage role. Then follows a discussion of choice in which a guide to regional and national models for disseminating career education is presented. This guide covers thirty-two organizations and for each includes project name, contact person and address, mode of access, and communication services. Finally, the paper discusses implementation strategies for career education, such as training, technical assistance, conferences and regional meetings, and peer interaction strategies. (EM)

Descriptors: *Career Education; Demonstration Programs; Guides; Information Centers; *Information Dissemination; Information Networks; *Information Services; *Information Sources; *Models; National Programs; Program Implementation; Regional Programs; Resource Centers; Resource Materials

Identifiers: United States

ED183722 CE023533

Evaluation of CSRA CESA Project for Incremental Improvement in Career Education, 1978-1979.

Bartos, Robert B.; Smith, Lyle R.

Central Savannah River Area Cooperative Educational Services Agency, Thomson, Ga.

[1979 44p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 554AH80466

Grant No.: G0078C0015

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEAUG80

Central Savannah River Area Cooperative Educational Services Agency (CSRA CESA) implemented a career education project for grades K-12 in the Columbia County School System to develop a replicable model for incremental improvements. The major emphasis was the infusion of career education activities into the teaching of basic skills. Program activities involved establishing career education resource centers in the libraries, providing professional materials for teacher use, developing a teacher advisor system for career guidance, and implementing a mini experience-based career education program. A draft set of career education activity handbooks was also developed for each grade or subject area. A longitudinal evaluation used these materials: Program of Exploration in Career Education Knowledge Test (PECE), Self Observation Scales (SOS), Senior High Assessment of Reading Performance (SHARP), Criterion Reference Testing on Career Development (CRT), and teacher questionnaire. PECE and CRT scores showed gradual improvement. SOS results were difficult to interpret since an alternate form was administered in the second year. Scores generally increased except for those for school affiliation. SHARP was administered only in 1979 and only interschool comparisons were made. Responses on the teacher survey which were similar to previous responses showed positive teacher attitudes toward career education. (YLB)

Descriptors: *Academic Achievement; *Basic Skills; Career Development; *Career Education; Career Guidance; Elementary Secondary Education; *Fused Curriculum; Instructional Improvement; Integrated Activities; Longitudinal Studies; Minicourses; Models; *Program Effectiveness; Program Evaluation; Resource Centers; Self Concept; Student Attitudes; Student Improvement; Teacher Attitudes

Identifiers: Experience Based Career Education; Georgia

ED182667 CG014209

Developing Career Center Resources for Faculty Use. Module 33.

Fredricksen, Marlene; Swan, Robert

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

May 1979 123p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL80

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who are responsible for career resource centers in secondary schools and community colleges. The goal of this module is to help participants: (1) organize career resource centers for faculty use; (2) become aware of resource materials; and (3) learn about materials to collect, evaluate, and develop for classroom use. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

Descriptors: Community Colleges; *Educational Resources; *Faculty; *Guidance Personnel; *Material Development; *Resource Centers; Resource Materials; Secondary Education; Student Personnel Workers; *Teacher Education Programs; Two Year Colleges

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ED182556 CE024199

Career Education Training and Instructional Materials System. Final Report, 1977-1978.

Montana Univ., Missoula. National Center for Career Education.

1978 313p.; For related documents see ED 132 284, ED 138 786, and ED 170 468

Sponsoring Agency: Office of Career. Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH70344

Grant No.: G007700093

EDRS Price - MF01/PC13 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Montana

Journal Announcement: RIEJUL80

To deliver career education assistance to practitioners by facilitating the flow of usable materials and resources on a nationwide scale, the Career Education Information, Training and Instructional Materials System project (1) undertook operation of NCCE's (National Center for Career Education) materials and education services at the University of Montana and (2) participated in activities of "national significance"--e.g., acquiring career education materials from all states and generating national computer services. The prototype center established at the university provided training, identification of appropriate instructional materials, and national communication of career education materials. Activities were directed toward maintenance of the instructional materials--processing (identification, collection, classification of materials), quality control (e.g., continuous field testing evaluation and revision), resource center and data bank, and dissemination. The main thrust was local level curriculum development in career education through inservice staff training and use of resource and specifically developed materials. A training (inservice) model developed in 1976-77 was field tested in various settings. Shorter orientation and clarification sessions in career education were also carried on, and over 5,500 prospective users were informed about NCCE and its work. (Appendixes, amounting to over one-half of the document, include an evaluation of and an extensive report on the Mountain Bell Project, an evaluation of another inservice training project, and comparing career education information and technical assistance systems.) (YLB)

Descriptors: *Career Education; Curriculum Development; Data Bases; Educational Resources; Information Dissemination; Information Processing; *Information Systems; *Inservice Teacher Education; *Instructional Materials; Media Selection; Models; National Programs; Quality Control; Research and Development Centers; *Resource Centers; Resource Materials; Staff Development; *Technical Assistance

Identifiers: Education Amendments 1974; Mountain Bell Project MT; *National Center for Career Education

ED182555 CE024194

The Catalog, 1978-1979. Revised Edition.

Keene, Lois, Ed.

Career Education Resource Center, Englewood, Colo.

1979 196p.; Not available in paper copy due to small, brown print; For related documents see ED 163 204 and ED 164 957

Sponsoring Agency: Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Dept. of Education, Denver.; Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: BIBLIOGRAPHY (131); DIRECTORY (132)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEJUL80

This catalog provides an annotated list of the career education materials which may be borrowed for previewing from the Career Education Resource Center in Colorado. Covering materials of interest to educators in kindergarten through postsecondary programs, the catalog includes items produced by classroom teachers, commercial publishers, business and industry, and state and federal projects. The major topics by which the materials are categorized are as follow: classroom subject areas such as mathematics, language, art, and home economics; consumer education; guidance; reference, including information on teaching strategies and historical background; career clusters, as defined by the U.S. Office of Education (USOE); and business and industrial materials. The section on community resources contains the following information: (1) a description of the State Community Resource Bank philosophy and objectives; (2) a listing of program directors to contact for local/community resource information; (3) how to order this information; (4) a list of firms, organizations, schools, and other community groups to contact for information; (5) a list of fifteen USOE occupational clusters; and (6) a list of statewide museums with descriptions and information on location, hours, tours, fees, and grade level. The types of materials include audiovisual aids, lesson plans, student materials, bibliographies, dictionaires, learning activity packets, teacher guides, and textbooks. (LRA)

Descriptors: Annotated Bibliographies; Business; Career Awareness; *Career Education; *Community Resources; Consumer Education; Guidance; Industry; *Instructional Materials; Job Skills; Museums; Occupational Clusters; *Occupational Information; Reference Materials; Resource Centers

Identifiers: Colorado

ED181386 CG014137

Providing Leisure Information in the Career Resource Center. Module 32.

Klein, Ron; Swan, Robert

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

May 1978 99p.; For related documents see CG 014 129-136.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: ISBN-0-89785-629-5

Available from: National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94032 ($3.20)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN80

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for paraprofessional and professional personnel in career resource centers, grades 9-14. The goal of this module is to help users provide resources and information on the use of time. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

Descriptors: *Evaluation Criteria; Guidance Personnel; *Information Sources; Inservice Education; *Leisure Time; *Library Material Selection; Paraprofessional Personnel; Postsecondary Education; Professional Development; Resource Centers; *Resource Materials; Secondary Education; *Skill Development

ED181384 CG014135

Developing Facility Maintenance Competencies for Career Resource Technicians. Module 21. Revised.

Johnson, Clarence D.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Jul 1978 100p.; For related documents see CG 014 129-137.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: ISBN-0-89785-609-0

Available from: National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN80

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for people working in career resource centers, specifically career resource technicians and aides. The goal of this module is to help users develop skills in selecting educational, occupational, and leisure information, selecting speakers, constructing a calendar of events, and arranging materials for student use. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

Descriptors: *Equipment Maintenance; Guidance Personnel; Information Sources; Inservice Education; *Library Material Selection; *Occupational Information; Paraprofessional Personnel; Professional Development; *Resource Centers; Resource Materials; Secondary Education; *Skill Development

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ED181383 CG014134

Developing People Relationship Competencies for Career Resource Technicians. Module 20. Revised.

Padick, Jill; Dobson, Dale

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Jul 1978 101p.; For related documents see CG 014 129-137.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: ISBN-0-89785-610-4

Available from: National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN80

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for people working in career resource centers, particularly technicians and aides. The goal of this module is to help users gain an understanding of their functions and develop skills in interviewing, telephone procedures, and conducting individual/group orientations. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

Descriptors: *Communication Skills; Guidance Personnel; Information Sources; Inservice Education; *Interviews; *Orientation; Paraprofessional Personnel; Professional Development; Resource Centers; *Resource Staff; Secondary Education; *Skill Development; Telephone Communications Systems

ED181382 CG014133

Planning a Career Resource Center. Module 19. Revised.

Klinge, Cleila; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Jul 1978 94p.; For related documents see CG 014 129-137.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: ISBN-0-89785-611-2

Available from: National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN80

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students in school settings, grades 7-14. The goal of this module is to help users review the concept of a career resource center, identify needs, determine objectives, establish priorities, select programs, and implement plans. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

Descriptors: Career Counseling; *Career Education; Guidance Personnel; Information Sources; Inservice Education; *Needs Assessment; Postsecondary Education; Professional Development; *Program Design; *Program Development; *Resource Centers; Resource Materials; Secondary Education

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ED181183 CE023091

Massachusetts Career Guidance Handbook.

Massachusetts Univ., Amherst. Inst. for Governmental Services.

Apr 1979 464p.

Sponsoring Agency: Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEJUN80

Guidelines to aid in formulating a workable career guidance program at the local level are provided in a handbook for Massachusetts counselors and educators. An overview of the handbook and a position paper of the State Board of Education are presented in chapter 1. The next five chapters discuss (1) program planning and development; (2) school and community resources; (3) laws, regulations, and policies; (4) career guidance techniques; and (5) work exploration and placement. Chapter 2 contains an outline for planning and developing a career guidance program: the planning process (an overview), needs assessment, setting objectives, evaluation, and follow-up. Chapter 3 provides methods and programs for organizing and using school and community resources, including developing a resource directory, career guidance resources, career resource centers, and communicating with the public. Chapter 4 deals with federal and state laws and regulations related to youth employment and to equal educational opportunity and affirmative action. Three areas of career guidance techniques are addressed in chapter 5: group activities, assessment instruments, and computer uses. Chapter 6 provides information to help students test out and acquire actual job experiences and prepare for placement. Topics include labor market overview, work experience, apprenticeship, and job and postsecondary school placement. (YLB)

Descriptors: Affirmative Action; Career Counseling; Career Education; *Career Exploration; *Career Guidance; Career Planning; Community Resources; Equal Education; Federal Legislation; *Guidance Programs; Job Placement; *Program Development; Program Guides; Resource Centers; School Community Relationship; School Districts; *Secondary Education ; State Legislation; Student Placement; Work Experience Programs; Youth Employment

Identifiers: Massachusetts

ED179822 CE023713
Exploring Careers.
Bureau of Labor Statistics (DOL), Washington, D.C.
1979 557p.; Photographs will not reproduce well
Report No.: BLS-Bull-2001
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($10.00; for 100 or more copies, 25% discount)
EDRS Price - MF02/PC23 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAY80
Government: Federal

This document contains a career education resource guide for junior high school students which is designed to build career awareness by means of occupational narratives, evaluative questions, activities, and career games. The information is presented in the following fourteen occupational clusters: industrial production occupations; office occupations; service occupations; education occupations; sales occupations; construction occupations; transportation occupations; scientific and technical occupations; mechanics and repairers; health occupations; social scientists; social service occupations; performing arts, design, and communications occupations; and agriculture, forestry, and fishery occupations. Based on interviews with actual workers, the occupational narratives emphasize what people do on the job, how they feel about it, and the importance of knowing oneself when considering a career. This resource guide can be used in middle schools, junior high classrooms, career resource centers, or youth programs run by community, religious, and business organizations. (BM)

Descriptors: *Career Awareness; *Career Education; Employment Qualifications; *Individual Characteristics; Job Satisfaction; Junior High Schools; *Learning Activities; *Occupational Clusters; *Occupational Information; Resource Materials

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ED179274 JC800024
Career Education in Community Colleges: Sourcebook II.
American Association of Community and Junior Colleges, Washington, D.C.
[1979 138p.; Occasional small print may not reproduce well
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.
Available from: American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($8.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: DIRECTORY (132)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAPR80

This two-part sourcebook presents an overview of career education services as revealed by a survey of member institutions of the American Association of Community and Junior Colleges and profiles the career education activities of 80 institutions in 33 states. Part I outlines the survey findings in relation to: (1) the availability of eight career education program components (i.e., career resource center, collaboration with community and feeder schools, career change services, work experience opportunities, career infusion in liberal arts, career education staff development, and breaking career stereotypes); (2) the availability of 16 specific career services to students; (3) the types of populations served and their needs; (4) the outside groups used by the colleges in their career programs; (5) the career education programs available for college staff; and (6) the types of outside assistance these colleges need to maintain their programs. The program profiles presented in Part II provide general college information, including location, enrollment, and student characteristics; career program information, such as populations served, number of staff, date established, the availability of program-developed materials and information and assistance, and the names of contact persons; and a brief narrative describing the program. (JP)

Descriptors: *Career Awareness; Career Change; *Career Counseling; *Career Development; College School Cooperation; Community Colleges; Cooperative Education; Experiential Learning; Institutional Characteristics; Job Placement; National Surveys; Nontraditional Occupations; *Program Descriptions; Program Guides; *Resource Centers; School Community Relationship; Staff Development; Student Characteristics; *Two Year Colleges

ED177295 CE020345

The Career Resource Center: A Guide for Implementation.

Fine, Richard D.

Roanoke City Public Schools, Va. Dept. of Vocational and Adult Education.

1978 59p.; Some pages in this document may not reproduce well due to heavy type ; Prepared in cooperation with the Blue Ridge ETV Association

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEMAR80

Presenting information on how to implement a career resource center in a school, this guide is divided into five sections. The first section explains career development, the career resource center, the rationale for implementation, and why career information is important to career development. Section 2 lists seven objectives used in establishing a career resource center. The planning and organization of a career resource center is discussed in section 3. Included are five models for selecting staff members, and teacher orientation activity guidelines. The coordinating counsel, spatial considerations, publicity, and evaluation and modification are also discussed. The fourth section explains how students, teachers, counselors, administrators, business and labor, and parents can use and benefit from a career resource center. Section 5 suggests career resource material which could be used in a career resource center. (LRA)

Descriptors: Administrator Role; *Career Development; *Career Education; Community Resources; Counselor Role; Educational Resources; Facilities; Facility Planning; Guides; Human Resources; Information Centers; Information Sources; Models; Objectives; Occupational Information; Parent Role; Planning; *Program Development; *Resource Centers; *Resource Materials; *Resource Room Programs; Resource Teachers; School Community Relationship; Secondary Education; Special Programs; Student Role; Teacher Orientation; Teacher Role; Teachers

ED173629 CE022230

Career Education Implementation Guide. (One Part of Wisconsin's Inservice Training Packages).

Wisconsin State Dept. of Public Instruction, Madison.

Jun 1979 134p.; Parts of this document may not reproduce well due to small light type; For related documents see CE 022 226-230

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: WSDPI-Bull-8546 Bureau No.: 554AH80570

Grant No.: G0078C0039

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEDEC79

Government: State

As a part of the training project which was to demonstrate the most effective methods and techniques for training school staff in the infusion of career education into the curriculum, this guide provides procedures which will enable educators, parents, community representatives, and students to collaborate in developing comprehensive career education programs for local education agencies. Seven criteria were used to select five school districts to receive technical assistance and inservice training in career education. Following a description of the project and the career education implementation flow chart and model, the process of implementation is presented in fourteen steps: (1) orientation and organization, (2) needs assessment, (3) organization of a career education cadre, (4) development of a community collaborative network, (5) development of a local plan for career education, (6) development of an inservice program, (7) development of a comprehensive career guidance program, (8) definition of the local infusion process, (9) implementation of a career education in kindergarten through adult education, (10) establishment of a career education resource center, (11) provision of career exploration opportunities, (12) evaluation of the career education program, (13) report on the program evaluation, and (14) refinement and repeating of the cycle. Appendixes include a list of project activities, aids to implementation, guidelines for using community resources, a staff involvement survey, and an abstract of the Wisconsin state plan for career education. (LRA)

Descriptors: Activities; *Career Education; Career Exploration; Career Guidance; Community Resources; Educational Resources; Guidelines; Guides; *Inservice Teacher Education; Needs Assessment; Program Descriptions; *Program Development; Program Evaluation; Resource Centers; School Community Relationship; Staff Orientation

Identifiers: *Wisconsin

ED173567 CE021493

Implementing Career Education. Resources Guide.

California State Dept. of Education, Sacramento.

1979 56p.; For a related document see CE 021 494

Sponsoring Agency:, Office of Education (DHEW), Washington, D.C.

Grant No.: G007604178; G007700983

Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($0.85 each)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; California

Journal Announcement: RIEDEC79

Government: State

Part of a series designed to assist California school districts with the implementation of career education in K-12, this resource guide covers the wealth of experience and information available from government resources at the local, state, and federal levels and from resources in the community. Sources are listed that offer access to materials and services as well as to persons with expertise in career education and who charge little or no fees. The lists of resources are divided into the four following areas: (1) community resources which include material and human resources, community surveys (sample forms are provided), coordination and consolidation, and exemplary practices; (2) state and federal programs; (3) clearinghouses such as the Educational Resources Information Center; and (4) publications such as journals, newsletters, teacher guides and aids, and career education measures, and those of the State Department of Education, of Regional Career Guidance Centers, of the Federal Government, and of the California Personnel and Guidance Association. The appendixes contain lists of state directors of career education, of state and national agencies and organizations, and of publishers. (ELG)

Descriptors: *Career Education; Clearinghouses; Community Involvement; Community Programs; Community Surveys; Demonstration Programs; Elementary Secondary Education; Federal Programs; Guides; *Information Sources; Publications; Resource Centers; *Resource Materials; *Resources; State Programs

Identifiers: *California

ED173051 RC011544

Indian Career Education: The Mississippi Choctaw Experience.

Boudreaux, Ernest

BIA Education Research Bulletin, v7 n2 May 1979

May 1979 8p.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Mississippi

Journal Announcement: RIENOV79

Government: Federal

The Choctaw Career Education Program, established in 1975 to serve grades K-12 in six BIA-operated Choctaw schools, is an attempt to provide a long-term solution to the problem of limited occupational and career choices for Mississippi Choctaw students. The two-component program is supported by a Career Resource Center. The K-8 component develops self- and career awareness at the elementary grades and explores various career clusters at the junior high level. Aided by two career curriculum specialists, teachers have integrated career education into nearly every elementary and junior high class. Generally, teachers at that level have a positive view of career education and of the program. The high school component consists of career counseling for students, especially upperclassmen, several times per year. Counseling deals with self-concept, values clarification, objective decision making, and goal formulation. Despite many problems, the program is accomplishing its aims. Noticeable impact is expected in the next three to six years. However, the program cannot compensate for poor academic preparation or lack of academic skills. Therefore, Indian education should be culturally pluralistic so that Indian students can function in both cultures. School curriculum should be measurable and learning for the "real world" should be essential in secondary education. (SB)

Descriptors: *American Indian Education; American Indian Reservations; *American Indians; *Career Awareness; Career Choice; *Career Education; Career Opportunities; *Counseling; Elementary Secondary Education; *High School Students; Program Descriptions; Resource Centers; Role Models; *Rural Education; Tribes

Identifiers: Bureau of Indian Affairs; *Choctaw (Tribe); Mississippi

ED172101 CG013543

CCIS: A Career Resource Center Case Study.

Human Conservation Associates, Inc., Tallahassee.

10 Dec 1978 220p.; Not available in paper copy; Parts marginally legible due to colored background ; Document prepared in Cooperation with the Curriculum-Career Information Services, Florida State University, Tallahassee

Sponsoring Agency: Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Grant No.: 7-2F21

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Florida

Journal Announcement: RIENOV79

A detailed case study of the Curricular-Career Information Service (CCIS) at Florida State University is presented. The information collected is expected to promote improvements in services offered by CCIS; provide guidelines for other professionals contemplating the development of similar career centers; and provide basic "hard" data necessary for program planning by state and federal career development and career education administrators. The report is divided into six major sections: (1) project description, detailing goals, activities and outcomes; (2) evaluation methodology, outlining some of the less traditional methods used; (3) description of CCIS services, including in-house, outreach, indirect and training services; (4) staffing, facilities and funding; (5) process evaluation, containing seven short reports of specific projects; (6) impact evaluation, containing faculty awareness surveys and single case studies; and (7) conclusions and recommendations. Appendices list and present a variety of additional resources. (Author/BP)

Descriptors: *Career Development; Career Guidance; Counseling Objectives; *Delivery Systems; *Evaluation Methods; Higher Education; *Program Effectiveness; *Program Evaluation; *Resource Centers; Resource Materials

Identifiers: *Florida State University

ED171978 CE021716

CE: Implementing Career Education. Resources Guide.

California State Dept. of Education, Sacramento.

1979 56p.

Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($0.85)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050); TEST, QUESTIONNAIRE (160); RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIENOV79

Government: State

In this guide four career education resource areas are identified in four sections. In section 1 community resources are discussed in terms of finding material and human resources, conducting a community survey, coordinating and consolidating resources, and examining exemplary practices. Four exhibits are included: (1) individual career resources questionnaire, (2) general career education opportunities survey, (3) survey of community resources for career education and placement, and (4) military installation education resources survey. The second section presents state and federal career education programs in California. Section 3 identifies the sixteen ERIC Clearinghouses, the San Mateo Educational Resources Center, and the National Center for Career Education. The final section lists publications of stable departments of education, regional career guidance centers, the federal government, and the California Personnel and Guidance Association. In addition, the section lists publications on establishing career centers, and it lists career education journals and newsletters, teacher guides and aids, and measures. Appendixes name state directors of education, national agencies and organizations, and publishers. (CSS)

Descriptors: *Career Education; *Community Resources; *Federal Programs; Guides; Human Resources; Program Development; *Publications; *Resource Centers; Resource Materials; *State Programs; Surveys

Identifiers: California; United States

ED171926 CE020442

Idaho Career Education Program Developers' Guide to Selected Resources.

Northwest Regional Educational Lab., Portland, Oreg.

Jun 1978 210p.; Not available in hard copy due to small and light type

Sponsoring Agency: Idaho State Dept. of Education, Boise.; Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); BIBLIOGRAPHY (131)

Geographic Source: U.S.; Idaho

Journal Announcement: RIENOV79

Government: State

Intended to provide developers of career education programs with a listing and analysis of career education resources, this guide is part of the state plan for career education in Idaho (see CE 020 441 for the 1978-79 plan). The resources which were selected by literature searches, program analyses, and interviews are divided into six categories. The first, instructional materials, describes resource centers for materials development and dissemination, catalogs and directories of curriculum materials, and selected instructional materials. The second, career education facilities, provides options for facility development and planning as well as descriptions of selected facilities. Next, personnel is covered by annotations on planning, implementation, and assessment guides for administrative staff and on staff development programs. Programs and practices, the fourth area, considers both state and national career education programs for K-12 and then reviews programs in Idaho. Fifth, business, labor, and other community resources, are listed in a directory of community resource learning sites following information on how to develop and utilize community resource sites. The last section, funding sources, discusses federal, state, and other sources of financial aid. Each of the six sections concludes with an analysis describing some possible uses of the materials listed and some potential benefits from their use. (ELG)

Descriptors: Administrators; *Career Education; Community Resources; Educational Facilities; Educational Finance; Educational Programs; *Educational Resources; Elementary Secondary Education; Evaluation; Guides; Instructional Materials; Program Development; Resource Centers; *Resource Materials; Staff Development; *Statewide Planning

Identifiers: *Idaho

ED170537 CE020652

A Catalogue of Possibilities: The Community Career Education Resource Center.

McEver, Catherine

Oakland Community Career Education Resource Center, Calif.

Oct 1978 86p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 300-78-0516

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT79

This catalog offers options, ideas, and experience from existing community career education resource centers (CCERC) which can contribute to the development of more such centers. The catalog's content, based on a national survey of well known CCERCs, is divided into several areas: (1) overview, which explains the function of a CCERC and includes a discussion of linking agencies; (2) audiences, with sections on the different needs of students, adults, and youth out of school; (3) services, including occupational information, counseling, speaker bureaus, simulation, and evaluation; (4) volunteers; (5) community involvement; (6) operations, with short discussions on staffing, housing, advisory committees, and costs; (7) index; and (8) feedback/forum. The index lists those programs which responded to the need for information about existing activities and centers; references are included. A statement by Kenneth Hoyt, explaining the CCERC concept, is also included. (CT)

Descriptors: Administrator Guides; Advisory Committees; *Career Education; Community Education; *Community Involvement ; Counseling Services; Guidelines; Housing; Occupational Information; Program Costs; *Program Development; Program Evaluation; Program Guides; *Resource Centers; Simulation; Staff Utilization; *Volunteers

Identifiers: *Community Career Education Resource Centers

ED169275 CE020142

A Comparison of Career Education Information and Technical Assistance Systems. A Report Prepared for the National Advisory Council for Career Education.

Elliott, David L.

Educational Products Information Exchange Inst., Berkeley, Calif.

20 Jul 1978 85p.; Some parts of this document may not reproduce well due to faint print

Sponsoring Agency: National Advisory Council for Career Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Div. of Grant and Procurement Management.

Contract No.: P00770624

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; California

Journal Announcement: RIESEP79

A study was conducted (1) to describe the specific services of seven major career education information and technical assistance systems, including (but not limited to) content of each system, services offered, clients served, procedures for use, cost for each service, service area (geographic), response formats, response time, and utility of responses for clients served; (2) to compare and contrast the various systems in terms of the items in (1) above; and (3) to make recommendations on issues to be resolved and steps to be taken to assure maximum coordination and minimum overlap among these various systems. The systems included in this study are the National Center for Career Education (NCCE); the ERIC Clearinghouse for Career Education (ERIC/CE); the Research and Development Exchange (RDX); the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE); the National Center for Research in Vocational Education (NCRVE) and Resources in Vocational Education (RIVE or AIM/ARM); the National Diffusion Network (NDN); and the National Technical Information Service (NTIS). The analysis and comparison of these systems were done from the point of view of the consumer, the career education practitioner or researcher. (This document contains descriptions of each system; comparisons of the systems by intended users, intents/purposes, and contents/methodology; and a discussion of issues, problems, and recommendations.) (BM)

Descriptors: *Career Education; Clearinghouses; Comparative Analysis; Information Centers; Information Networks; *Information Services; *Information Systems; *National Programs; Program Descriptions; Program Effectiveness; Program Evaluation; *Program Improvement; Resource Centers

Identifiers: ERIC Clearinghouse for Career Education; National Center for Career Education; National Diffusion Network; National Network for Curr Coord in Voc Tec Educ; National Technical Information Service; Research and Development Exchange; Resources in Vocational Education

ED167940 CG013403

New Imperatives for Guidance.

Walz, Garry R., Ed.; Benjamin, Libby, Ed.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

1978 503p.; Parts are marginally legible due to print quality

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: 400-78-0005

Available from: ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI. 48109, $8.50

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: COLLECTION (020); CLASSROOM MATERIAL (050); REVIEW LITERATURE (070)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEAUG79

Many complex issues and imperatives face those individuals responsible for the development, maintenance and functioning of guidance, counseling, and pupil/student personnel services in today's educational institutions. The role of the counselor is critical and deals with a variety of areas such as: (1) life/career development concerns of students; (2) development and evaluation of systematic guidance programs both in urban and rural settings; (3) research in guidance; (4) elementary guidance and parent education; (5) programs for minority students; (6) career resource centers and the use of computer-assisted information delivery systems; and (7) sex-fair counseling programs and practices. (HLM)

Descriptors: Career Development; *Counseling; Counseling Services; *Counselor Role; Counselors; Educational Practices; Elementary Secondary Education; *Guidance; Guidance Programs; Guides; Higher Education; *Pupil Personnel Services; State of the Art Reviews; Student Personnel Services

Identifiers: Information Analysis Products

ED167747 CE019661

Experience-Based Career Education. High School Level Demonstration Project. Interim Report. Second Year. (September 20, 1977 to September 30, 1978).

Greenville County School District, Greenville, S.C.

Oct 1978 178p.; Not available in hard copy due to reproducibility problems; For a related document see ED 150 283

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502AH60050

Grant No.: G04-76-03004

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; South Carolina

Journal Announcement: RIEAUG79

The Experience-Based Career Education (EBCE) program at J. L. Mann High School (Greenville, South Carolina) was designed to provide enrolled students with community-based career experiences and to make the career resource room a focal point for career education for all students and teachers in the school. An individualized course of instruction was also offered to EBCE students along with their community experiences. The 1977-78 school year was the first full operational year of the program. Formal pre- and post-testing was conducted in achievement, career concepts, and attitudes for three of EBCE groups (N = 87). Comparison data was gathered from non-EBCE students in the same high school and from another high school. Survey and interview data were gathered at various times throughout the year from students, parents, and community resource persons. Also, periodic observations were made of EBCE activities. Some of the evaluation findings were as follow: (1) improvements were made for the second year by expanding staff and facilities and developing additional job sites; (2) program dissemination was ahead of expectation; (3) English and mathematics performance on standardized tests indicated that EBCE students were performing as well as comparison students; (4) EBCE students showed significant growth in writing skills as a result of a focussed effort on writing ability; (5) the Career Maturity Index showed total battery superiority of EBCE students to comparison students; (6) there was some evidence of appropriate attitude development; and (7) a review of the guidance component by an outside guidance specialist yielded high ratings for the entire guidance program. (BM)

Descriptors: *Academic Achievement; *Career Education; Employer Attitudes; *Experiential Learning; Guidance Programs; Individualized Instruction; Parent Attitudes; Participant Satisfaction; Program Descriptions; *Program Effectiveness; Program Evaluation; Resource Centers; Secondary Education; *Student Attitudes; Surveys; Vocational Maturity

Identifiers: *Experience Based Career Education; J L Mann High School SC; South Carolina

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ED167735 CE019283

LaGuardia Community College: A Model for a Comprehensive Career Educational Approach to Higher Learning. Evaluation Report. (Volume III of Final Report).

La Guardia Community Coll., Long Island City, N.Y.

Sep 1977 82p.; Not available in hard copy due to light print; For related documents see CE 019 282, ED 132 284, and ED 138 786

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Contract No.: 300-76-0329

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; New York

Journal Announcement: RIEAUG79

LaGuardia Community College (New York), with support from a contract with the U.S. Office of Career Education, has developed and assessed a career education model for two-year colleges. From July 1, 1976, through September 30, 1977, LaGuardia designed, or refined, and pilot-tested career educational components that included a career resource center, work experiences, career education infusion into curricula, career simulation activities, and career advisement. Following are some of the findings based on the evaluation surveys: (1) student ratings of the career resource center, career advisement, and career simulation were consistently positive; (2) students enrolled in a redesigned Data Processing Introductory course and work experience sequence viewed the infusion attempt as a successful one, however time limitations imposed on the career education-infused Philosophy course made that experience less positive in the students' ratings; (3) the work internship program was positively judged by both interns and employers; and (4) the effective reality test in the workplace of the classroom-taught skills and concepts was seen as a prime outcome of LaGuardia's career education program. Twelve recommendations concerning implementation of career education were also presented, based on the pilot-test data. (A companion document, CE 019 282 contains a detailed description of the project objectives and activities.) (BM)

Descriptors: Career Counseling; *Career Education; Career Exploration; Community Colleges; *Cooperative Education; Demography; Employer Attitudes; *Fused Curriculum; Internship Programs; Leisure Time; *Participant Satisfaction; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Resource Centers; Simulation

Identifiers: Educational Amendments 1974

ED167734 CE019282
LaGuardia Community College: A Model for a Comprehensive Career Educational Approach to Higher Learning. Final Report.
La Guardia Community Coll., Long Island City, N.Y.
Sep 1977 100p.; For related documents see CE 019 283, ED 132 284, and ED 138 786
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.
Contract No.: 300-76-0329
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG79

Divided into two parts, this document describes the comprehensive career education model at LaGuardia Community College (New York). Introductory material in part 1 includes a general overview of the project, a description of the U.S. Office of Career Education contract which enabled LaGuardia to expand its career education efforts, and a description of the setting and project objectives. Project activities prior to the O.C.E. contract, the contract objectives, developments during the contract period, and a summary and recommendations are presented for the following activities: (1) implementing a career resource center; (2) using cooperative education as the reality test of career education concepts and skills; (3) involving the teaching faculty in career education infusion; (4) collaborating with the business, labor, industrial, and public sectors; and (5) facilitating the productive use of leisure time. Finally, the agenda for a national conference conducted to demonstrate the project results concludes part 1. Part 2 outlines the tasks, activities, and time frames corresponding to the attainment of the contract objectives. (CE 019 283 contains the project evaluation report.) (BM)

Descriptors: *Career Education; Career Exploration; Community Colleges; *Community Involvement; *Cooperative Education; Faculty Development; *Fused Curriculum; Internship Programs; Leisure Time; Objectives; Postsecondary Education; Program Descriptions; *Program Development; *Resource Centers; Skill Development
Identifiers: Education Amendments 1974

ED166422 CE019640
An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report.
Creative Research Associates, Inc., Silver Spring, Md.
Sep 1978 117p.
Sponsoring Agency: District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Office of Education (DHEW), Washington, D.C.
Contract No.: 0589-AA-NS-0-7-6A
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJUL79

A third-party evaluation of the District of Columbia Experience Based Career Education Program (D.C. EBCE) was conducted in 1978. The program involved tenth- and eleventh-grade students in an individualized program of study that included academic instruction and career development opportunities. Using the Context, Input, Process, and Product (CIPP) design, the evaluation determined the program's success in meeting its goals, which included gaining support of administration and parents; implementation in terms of management, staff, and effectiveness of the resource site; academic quality; career development; and sex equity. Evaluation instruments included the Everyday Skills Test (reading and mathematics), the Career Maturity Inventory, and the Tennessee Self Concept Scale. These were administered on a pretest-posttest basis along with a writing skill test. Interviews and questionnaires were administered to advisory council members, staff, administrators, parents, and students. Additional information was obtained from records, documents, and observations. The conclusions drawn from these findings were as follow: (1) D.C. EBCE is reaching its goals and is supported by school administration, the community, and parents; (2) more development of resource sites is recommended for future years; (3) the D.C. EBCE's academic program is sound; (4) much progress has occurred in the area of career development; and (5) the Far West Laboratory model adapts well in the Washington, D.C., environment. (Data tables and sample questionnaires are included.) (CT)

Descriptors: *Academic Education; Basic Skills; *Career Development; *Career Education; Experiential Learning; *Individualized Programs; Program Development; Program Effectiveness; *Program Evaluation; Resource Centers; Secondary Education; Sex Fairness
Identifiers: District of Columbia; *Experience Based Career Education; Far West Laboratory for Educational R and D CA

ED166399 CE019331

Roanoke City Career Education Program. Selected Units of Instruction in Career Education.

Pitzer, C. Lewis; Gurtner, Mary

Roanoke City Public Schools, Va.

30 Sep 1977 284p.; Not available in hard copy due to thin type. For related documents see ED 132 284 and ED 138 786

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJUL79

Government: Local

This report contains excerpts from career education units which were developed by Roanoke City (Virginia) teachers for kindergarten through adult education. Areas presented are (1) career awaraness for the kindergarten; (2) a career model for elementary education; (3) a plan for implementing career education concepts in the elementary school; (4) career awareness in the elementary school; (5) development of a career education program at the junior high school level; (6) career education in the special education classroom; (7) survey of career interests-reading students; (8) criminology unit; (9) improving attitudes and skills in home economics-related occupational classes; (10) survey of clerical workers in the Roanoke Valley industries; (11) the development of a career resource employment counseling and placement center; (12) career in life-goal planning; and (13) in-service training film ideas. A bibliography lists the audiovisual and reading materials in career education available at the Patrick Henry High School and at the Roanoke City Public Schools' Media Center. (CT)

Descriptors: Adult Education; Attitude Change; Audiovisual Aids; *Career Awareness; *Career Education; Career Guidance; Career Planning; Clerical Workers; Criminology; Elementary Secondary Education; Films; Goal Orientation; Home Economics; Inservice Education; *Instructional Programs; Kindergarten; Occupational Information; Occupational Surveys; Placement; Program Descriptions; *Program Development; Resource Centers; *Resource Materials; Skill Development; Special Education; *Teacher Developed Materials

Identifiers: Education Amendments 1974; Roanoke (Virginia); Roanoke City Public Schools

ED165066 CG013145

Searchlight: Relevant Resources in High Interest Areas. Career Resource Centers.

Mamarchev, Helen L.; Pritchett, Beverly

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

1978 109p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: 400-78-0005

Available from: ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEJUN79

Based upon a computer search of the ERIC data base, this bibliography and review focuses on career resource center (CRC) programs -- those at the secondary and college/university levels as well as those catering to special populations. From the citations presented, information is pulled relative to planning, staffing, and operating CRC's. Brief guidelines are offered for setting up CRC's at all educational levels and in various community settings. (LP)

Descriptors: Annotated Bibliographies; *Career Counseling; *Career Education; *Facility Guidelines; Guides; Literature Reviews; *Program Development; *Resource Centers

Identifiers: *ERIC; Information Analysis Products

ED164957 08 CE019518
The Career Education Resource Center Annotated Catalog, 1978-1979.
Keene, Lois, Ed.
Career Education Resource Center, Englewood, Colo.
1979 194p.; Not available in hard copy due to small, light print in the original document; For a related document see CE 018 507
Sponsoring Agency: Colorado Commission on Higher Education, Denver.; Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Dept. of Education, Denver.; Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEJUN79

This catalog provides an annotated list of the career education materials which may be borrowed for previewing from the Career Education Resource Center in Colorado. Covering materials of interest to educators in kindergarten through postsecondary programs, the catalog includes items produced by classroom teachers, commercial publishers, business and industry, and state and federal projects. The major topics by which the materials are categorized are as follow: classroom subject areas such as mathematics, language, art and home economics; consumer education; guidance; reference, including information on teaching strategies and historical background; career clusters, as defined by the U.S. Office of Education; and business and industrial materials. The section on Community Resources contains the following information: (1) a description of the State Community Resource Bank philosophy and objectives; (2) a listing of program directors to contact for local community resource information; (3) how to order this information; (4) a list of firms, organizations, schools, and other community groups to contact for information; (5) a list of 15 U.S.O.E. occupational clusters; and (6) a list of statewide museums with descriptions and information on location, hours, tours, fees, and grade level. The types of materials include audiovisual aids, lesson plans, student materials, bibliographies, dictionaries, learning activity packets, teacher guides, and textbooks. (CT)

Descriptors: Academic Education; *Annotated Bibliographies; Business; Career Awareness; *Career Education; Community Resources; Consumer Education; Guidance; Industry; *Instructional Materials; Job Skills; Museums; Occupational Clusters; *Occupational Information; Reference Materials; *Resource Centers
Identifiers: *Colorado Educ Network for Resource Enrichment

ED164860 08 CE018897
Refining the Career Education Concept: Part III. Monographs on Career Education.
Hoyt, Kenneth B.
Office of Career Education (DHEW/OE), Washington, D.C.
1978 50p.; For related documents see ED 132 427 and ED 146 362
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01903-5)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BOOK (010)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN79
Government: Federal

This third in a series of monographs on refining the career education concept contains six occasional papers: (1) "Psychosclerosis and Career Education" identifies the kinds of attitudinal change career education seeks to accomplish toward infusion, collaboration, education, and American youth; (2) "Youth, Work, and Schooling" specifies the major contributions the education system can make to employability and discusses possible strategies for educational change; (3) "Applying the Concept of Collaboration to Education/Work Policy" discusses three key words (commitment, responsibility, and authority) and the implications they have for collaboration in education/work policy actions; (4) "Thoughts on EBCE and Career Education" presents a brief picture of the nature and current status of career education and four alternatives for consideration by those currently working in Experience-Based Career Education; (5) "YEDPA: Obligations and Opportunities for American Education" specifies obligations of the formal education system found in the Youth Employment Demonstration Projects Act of 1977, provides a list of youth needs to be met by the collaborative effort involving the education system, and identifies a series of opportunities for basic education change; and (6) "The Community Career Education Resource Center Concept" discusses the rationale behind the concept, the Center's nature and functions, and alternative approaches to establishing and operating this Center. (BM)

Descriptors: *Agency Cooperation; *Attitude Change; *Career Education; Community Involvement; Educational Change; Educational Responsibility; Experiential Learning; Job Training; Nontraditional Education; *Resource Centers; Student Needs; Vocational Education; *Youth Employment
Identifiers: *Experience Based Career Education; *Youth Employment Demonstration Projects Act

ED164770 08 CE017657

Secondary Career Education Project. Final Performance Report.

Roseville Area School District 623, Minn.

90p.; Not available in hard copy due to thin type in original document; For related documents see ED 114 586 and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH50058

Grant No.: G007503738

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEJUN79

The Roseville Area Schools' secondary career education project was based on a broad definition of career education, emphasizing career development as a lifelong process. About thirty community members, students, and district staff participated on project advisory or task force committees. About one-third of the professional certified district staff members participated in at least one of the staff development options which included college courses and an internship exchange program with business and community agencies. A major component of the project was to develop and field-test a grade 7-12 career education curriculum that would contribute to the attainment of five student outcome objectives. Sixty-four staff members were involved in the development and/or field testing, and a total of 765 class lessons were developed that covered all five student outcome areas at both the junior and senior high levels. In general, the students expressed the perception that they had a better understanding of career-related concepts as a result of working on the curriculum units. Attainment of student outcomes also was measured by testing the students before and after the curriculum units with an instrument specifically developed for each unit. Overall, the results of this testing indicated little difference between pre and post test scores. Teacher reactions to the career education curriculum were favorable. In addition, career learning centers were established in three schools and efforts were made to deal with problems of racial and sexual stereotyping and mainstreaming of the handicapped. (Author/BM)

Descriptors: Career Awareness; *Career Education; Career Exploration; Career Planning; *Community Involvement; *Curriculum Development; Decision Making Skills; *Faculty Development; High Schools; Interpersonal Competence; Junior High Schools; Mainstreaming; Program Attitudes; *Program Effectiveness; *Program Evaluation; Program Improvement; Resource Centers; Secondary Education; Self Concept; Stereotypes; Work Attitudes

Identifiers: Education Amendments 1974

109

ED164767 08 CE017617

An Evaluation of the Board of Education of Baltimore County Career Education Project: Creating New Groups of Human Resources for Career Education through Strengthening Linkages within and among Schools.

Policy Studies in Education, New York, N.Y.

Aug 1976 29p.

Sponsoring Agency: Baltimore County Board of Education, Towson, Md.; Office of Career Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEJUN79

The major goal of the Baltimore County (Maryland) career education project (1975-76) was to strengthen the career education programs in fifteen schools, grouped into five clusters, through leadership training programs and through the development of linkages within and among schools and between the schools and the community. Each of the five clusters included one senior high school, one of its feeder junior high schools, and a feeder elementary school. A corps of leaders (cluster council) in each of the fifteen schools was created to carry out the objectives of the project. The major product of the one-year effort was the development of an implementation and linkage guide for school staffs. In assessing project effectiveness, the evaluator concluded that (1) the majority of the fifteen participating schools had created school leaders in career education; (2) institutes conducted for school staffs by three industries were considered very effective; (3) mini-resource centers of career education materials were established well throughout the project schools; and (4) a well designed, comprehensive guide for infusing career education through cluster councils was developed. The one objective not fully met was providing opportunities for school staffs to articulate with their feeder schools. Overall, the evaluator concluded that the project enhanced career education efforts throughout the system. The fifteen cluster councils were involved with 397 teachers who infused career education concepts and ideas to more than 10,000 students. (MF)

Descriptors: *Articulation (Education); *Career Education; Elementary Secondary Education; Evaluation Methods; *Faculty Development; Inservice Teacher Education; *Institutional Cooperation; *Leadership Training; *Program Evaluation; Program Improvement; Resource Centers; School Business Relationship; School Community Relationship; Teacher Attitudes

Identifiers: Education Amendments 1974; Maryland (Baltimore County)

110

ED163195 08 CE018453

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program (K-College Level). Final Report.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Aug 1978 207p.; For a related document see CE 018 454

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502A25002

Grant No.: 320-75-00031(502)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New York

Journal Announcement: RIEMAY79

Government: Local

The Systemwide Career Education Cluster-Based Articulated Model Program (SCECAMP) was designed to build and expand upon the successful career education projects and innovative programs pre-existing in the New York City school system. The project encouraged participating schools to articulate fully toward the end of providing students with sequential learning experiences and options which would in turn lead to increased student information, decision-making skills, and understanding of personal values. Six overall goals directed the project and included the following elements: (1) staff development, (2) curriculum development, (3) counseling and support services, (4) community resources, (5) dissemination activities, and (6) evaluation. As a result, more than 1,000 school personnel participated in career education staff development programs, and career resource centers were established in model high schools, junior highs, and elementary schools. In addition, several significant products were developed, including career infused lessons in all subject areas (K-12); a career-infused sample curriculum (K-6); a seventh-grade math curriculum dealing with careers which involve use of percentage; a career activities manual (7-12); a student career guidance manual for secondary grades; a career education course of study (7-9); a variety of audio-visual presentations; a handbook of postsecondary educational opportunities in the New York City metropolitan area; and a twenty-hour staff development program. Approximately 30,000 students were exposed to career education as a result of this project. (A replication manual, CE 018 454, accompanies this report.) (BM)

Descriptors: *Articulation (Education); Career Awareness; *Career Education; Career Guidance; Community Resources; *Curriculum Development; Decision Making Skills; Elementary Secondary Education; *Faculty Development; Fused Curriculum; Guidance Programs; Information Dissemination; Inservice Teacher Education; Program Development; Program Effectiveness; *Program Evaluation; *Resource Centers; Values

Identifiers: New York (New York)

ED163194 08 CE018431

Occupational Competence Access Project. Appendices to Final Report.

Hayes, Diane; And Others

Institute for Career Research, Hanover, Mass.

Jul 1978 629p.; Not available in hard copy due to weak print in original document. For a related document see CE 018 430

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 502A150002D

Grant No.: G310-75-0010

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEMAY79

This document contains the appendixes to the final report of the Occupational Competence Access Project (OCAP), a study conducted to facilitate student access to (1) occupational opportunities through the provision of a guidance system incorporating student capabilities; (2) occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation; and (3) occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas, and the world of work. (CE 018 430 contains the final report.) The following materials are included in these appendixes: listings of OCAP's Career Information Center resources; a manual for developing or expanding a career information center; a report of OCAP's career interest inventory survey; descriptions of the student file system, instructional and guidance activities, the counselor's role, and staff development activities and courses; project goals and activities; a curriculum planning notebook; an excerpt from the community planning notebook; community resource listings; a needs assessment; project news releases; and a matrix displaying careers related to school subjects. (BM)

Descriptors: Access to Education; Articulation (Education); Career Awareness; *Career Education; Career Exploration; *Career Guidance; Community Resources; Counselor Role; Curriculum Development; Educational Objectives; *Faculty Development; *Guidance Programs; Information Storage; Interest Inventories; *Learning Activities; Occupational Information; Program Content; Program Development; Publicize; *Resource Centers; Resource Materials; Teacher Developed Materials; Vocational Education

ED163193 08 CE018430

Occupational Competence Access Project. Final Report.

Post, John O., Jr.

Institute for Career Research, Hanover, Mass.

Jul 1978 189p.; Not available in hard copy due to weak print in original document. For a related document see CE 018 431

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 502A150002D

Grant No.: G310-75-0010

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEMAY79

The Occupational Competence Access Project (OCAP) was conducted to facilitate student access to (1) occupational opportunities through the provision of a guidance system incorporating student capabilities; (2) occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation; and (3) occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas, and the world of work. Some of the project's major accomplishments were establishment of career information centers; development and implementation of career guidance philosophy and policies; development of industrially validated curriculum in vocational areas; establishment of career development components in several academic areas; and the establishment of a community resource system. Summative evaluation data were collected through a pre-posttest of all students at both project sites. The impact the project had on the schools was also determined through interviews and an examination of school policy formation. The project was found to have positively influenced the occupational awareness, career maturity, and decision making abilities of the student population and to have had a favorable influence on the school's personnel and policy directions. In addition, formative evaluation inputs were collected on an ongoing basis. (Several appendixes containing curriculum products, forms, and other related materials are included in a separate document, CE 018 431.) (BM)

Descriptors: *Access to Education; Articulation (Education); Career Awareness; Career Development; *Career Education; Career Exploration; *Career Guidance; Community Resources; Counselor Role; *Curriculum Development; Decision Making Skills; Evaluation Methods; Guidance Programs; Program Development; Program Effectiveness; *Program Evaluation; Resource Centers; School Business Relationship; School Community Relationship; Teacher Role; *Vocational Education; Vocational Maturity

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ED163165 08 CE017626

Oshkosh Area School District Career Education Program K-12. Final Report.

Oshkosh Area Public Schools, Wis.

[1976 235p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH50468

Grant No.: G007502309

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEMAY79

Government: Local

The Oshkosh (Wisconsin) career education project (K-12) was conducted to provide students with an increased number of career education learning experiences which capitalize on and exploit career implications of various subject areas and which capitalize on available community, business, labor, and industry resources. The major activities of the project included an intensive inservice training program for teachers and counselors; publication of a career education newsletter; formation of a career education advisory committee; compilation of a community resource directory; and development of a Tentative Counselor Role Model, with emphasis being placed on the counselors' role in career education. The third-party evaluators administered pre- and posttests to students of those teachers who participated in the inservice workshops. Sixth graders were administered "The Career Awareness Inventory," while the ninth and eleventh graders were tested with the "Career Maturity Inventory" and "Box Score." The sixth graders made very significant increases on the posttest scores and compared very favorably with national norms and other area students. The ninth and eleventh graders compared favorably with national norms and other area students. Also, a positive relationship was found between inservicing of teachers and the use of career education resources. In addition, results indicated that an inservice leadership training program for key people in various buildings is essential for keeping career education activities developing and expanding. (Several project publications are appended.) (Author/BM)

Descriptors: Advisory Committees; Career Awareness; *Career Education; Career Exploration; Community Involvement; *Community Resources; *Counselor Role; Elementary Secondary Education; Faculty Development; Information Dissemination; *Inservice Teacher Education; Leadership Training; Program Development; *Program Effectiveness; *Program Evaluation; Resource Centers

Identifiers: Box Score; Career Awareness Inventory; Career Maturity Inventory; Education Amendments 1974

ED162242 CG013034

A Community-Based Resource Center for Women: Process for Developing a Network.

Landman, Laura Lea

Jun 1977 81p.; Master's thesis, The Pennsylvania State University

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEAPR79

This paper investigates the changing role of women, the decline of the "feminine mystique," the "empty nest" stage of marriage, sex role stereotypic counseling in secondary and postsecondary educational institutions, and other problems resulting from the increasing numbers of women enrolled in colleges and universities in the United States. It describes a review of the literature which indicates that women who are re-entering college frequently need a special set of services, which differ from those of the traditional student. Selected school programs which have responded to women's expressed needs are discussed. To serve the special needs of older women today, and women of the future, a process model for developing a community-based resource center for women is presented. The proposed centers utilize human service agencies and educational resources of communities. The emphasis is on augmenting and coordinating rather than duplicating services for women in communities throughout the nation. (Author)

Descriptors: *Career Education; *Community Resources; *Females; Higher Education; Nontraditional Students; Program Descriptions; *Resource Centers; Sex Discrimination; *Sex Role ; *Womens Education

Identifiers: *Empty Nest

ED162107 08 CE018222

Project MATCH. Ontario-Montclair School District, Ontario, California.

Baker, Octave V.; Steinaker, Norman

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

30 Jun 1978 39p.; For related documents see CE 018 212-223 and CE 018 823

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AIR-66700-6/78-TR2(10)

Contract No.: 300-77-0303

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR79

This description of career education activities in Ontario-Montclair School District (California), was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Matching Attitudes and Talents to Career Horizons (MATCH) project, the ultimate goal is stated as follows: to infuse a career education component into the regular K-8 curriculum. (Goals were formulated in ten areas of career education, including career awareness [illegible] consumer competencies, career planning, and decision making.) The primary subjects are identified as K-8 students from a heterogeneous community of whites, latinos, and blacks and the evaluation design is described as a pre- and posttest on intact treatment and control classes using four project-developed instruments. (BM)

Descriptors: *Career Awareness; *Career Education; Career Planning; Community Involvement; Consumer Education; *Curriculum Development; Decision Making; Demonstration Programs; Educational Games; Educational Objectives; Elementary Education; Evaluation Criteria; *Evaluation Methods ; Experiential Learning; Faculty Development; Fused Curriculum ; Individual Instruction; Junior High Schools; Parent Participation; Program Administration; Program Descriptions; Program Development; *Program Effectiveness; Program Evaluation; Resource Centers; Resource Materials; Self Concept ; Simulation; *Teaching Methods

Identifiers: California (Ontario); Education Amendments 1974 ; Ontario Montclair School District CA

ED162066 08 CE017629

Comprehensive Career Life Development Center. Final Report.

Virginia Western Community Coll., Roanoke.

Jul 1976 144p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 13.554

Grant No.: G007502123

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAPR79

The Career Life Development Center (CLDC) developed at Virginia Western Community College was designed to serve both enrolled students and non-student residents of the locality. The following eleven program components were implemented: career counseling interviews; curriculum-based counseling strategies; diagnostic center; individual career information profile; career information center; cooperative education; college work study; college placement office; public radio and other outreach strategies; supplemental programming for professional staff development; and program evaluation. The study sought to identify (1) selected personal and demographic characteristics of CLDC users; (2) CLDC services utilized; (3) users' attitudes and opinions toward specific aspects of the Center; and (4) any users' comments and/or opinions concerning CLDC. The study population consisted of 512 persons who had used at least one of the CLDC's services. A mailed questionnaire (appended) was used as the survey instrument. Approximately 48% of the population returned the questionnaire. The data identified sex, age, race, educational status, and employment status of the respondents. Results indicated that the services most often used were testing (40%), occupational information (25%), and career counseling (25%). The attitudes and opinions of the users indicated positive support for all aspects of the CLDC and overall satisfaction with the services offered. (Numerous program materials and correspondence are appended.) (Author/BM)

Descriptors: Adults; *Career Counseling; Career Education; Career Guidance; Community Colleges; Community Involvement; Cooperative Education; *Counseling Services; Curriculum Development; *Demography; Employment Services; Faculty Development; Interviews; Job Placement; Occupational Information; *Program Attitudes; *Program Development; Program Evaluation; Publicize; Questionnaires; *Resource Centers; Testing; Work Study Programs

Identifiers: Education Amendments 1974

117

ED160800 08 CE017738

Greenwood Career Education Project. Final Project Performance Report.

Greenwood Municipal Separate School District, Miss.

30 Jun 1976 135p.; For related documents see CE 017 739, ED 114 586, and ED 120 411; The third-party evaluation report, due to being printed on blue paper, and the photographs throughout will not reproduce well

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: CAN-52001343

Grant No.: G007502317

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Mississippi

Journal Announcement: RIEMAR79

Government: Federal

The Greenwood (Mississippi) Career Education Project was conducted to meet the following objectives: (1) to employ a career staff and establish the administrative structure of the project; (2) to conduct inservice workshops with faculty members for the purpose of acquainting them with project objectives and their responsibilities; (3) to expand and improve a career-centered education program as an integral part of the curriculum for grades 1-8 using a central career education resource center; (4) to develop and implement a career centered educational program as an integral part of the curriculum for gades 9-12; (5) to develop a career education resource center for grades 9-12; (6) to develop career curriculum guides for grades 9-12; and (7) to provide continuous evaluation of the project. These major objectives were accomplished or developed to a satisfactory level. Several process objectives were accomplished to a lesser degree, (1) reflecting still a lack of adequate planning for inservice training programs; (2) lack of adequate emphasis on job placement and job placement records for students completing school or dropping out of school; and (3) lack of an adequately structured program which included career decision-making skills, job-seeking skills, and job-retention skills for students at the high school level. A third-party evaluation team collected data on students' attitudes toward careers and knowledge of careers. Additional data were collected via opinion surveys of teachers, parents, and the business and industrial community. (Author/BM)

Descriptors: *Career Awareness; *Career Education; Career Exploration; Career Planning; *Curriculum Development; Elementary Secondary Education; Employer Attitudes; Fused Curriculum; *Inservice Teacher Education; Job Placement; Parent Attitudes; Program Administration; Program Descriptions ; *Program Evaluation; Program Improvement; *Resource Centers; Student Attitudes; Surveys; Teacher Attitudes; Work Attitudes

Identifiers: Education Amendments 1974; Mississippi (Greenwood)

118

ED156916 08 CE017376

Current Perspectives on the Role of Career Education in Combatting Occupational Sex-Role Stereotyping.

Evenson, Jill S.; O'Neil, Mary L.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

May 1978 40p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC78

A study was conducted to determine the extent to which student needs for nonsexist career guidance and education are met by existing and developing career education strategies at the secondary school level and to propose areas for further development. Through a literature search and the examination of teachers, counselors, and students, a set of needs was identified and organized into three categories: knowledge about occupational sex-role stereotyping and career decision-making; non-sexist attitudes; and behavior or activity to reduce stereotyping and broaden career choice. From the little information available on strategies designed to deal with this problem, it was determined that most strategies concentrate on the knowledge and attitude needs. Factors that contribute to effective strategies were found to include the following: in-service training for school staff; use of content material based on the students' experiences; early intervention; and follow-up support for students. Since career education can play a vital part in reducing sex-role stereotyping, this report recommends that it focus on the above four factors as well as on (1) activities that increase young women's career motivation and help them plan realistically for the future; (2) resource centers for school personnel for non-sexist career education and curricula materials; (3) evaluation studies; and (4) community-based programs and activities that aid students in increasing career awareness. (Author/ELG)

Descriptors: Attitude Change; *Career Choice; *Career Counseling; *Career Education; Career Exploration; Career Guidance; *Change Strategies; Community Programs; Inservice Teacher Education; Instructional Materials; Literature Reviews ; Needs Assessment; Occupational Aspiration; Program Evaluation; Resource Centers; Secondary Education; Sex Differences; Sex Discrimination; *Sex Role; *Sex Stereotypes

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ED156829 CE015939

Guide for the Development and Operation of Career Resource Centers in Schools.

Fredrickson, Ronald; And Others

Massachusetts Univ., Amherst. Inst. for Governmental Services..

Nov 1977 54p.; Photographs in this document may not reproduce well

Sponsoring Agency: Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC78

This guide is intended to serve as a basic information source for those seeking to establish a Career Resource Center (CRC) in a school or other community agency. The content is presented in eight chapters. The first one, an introduction, covers the role and benefits of CRC's, while the focus of chapter 2 is on the rationale for career education and CRC's. The third chapter presents program criteria for a CRC within a school setting and examines staffing, location, funding, and working with teachers. Chapter 4 discusses materials for the CRC, including criteria for the section of materials, classification and filing of occupational information, organizing a filing system, and materials to place in the Center. The use of tests and inventories as well as the computer in the CRC are briefly discussed in chapters 5 and 6. Chapter 7 focuses on how the CRC works with the community and includes brief discussions of a speakers bank, field trips, the CRC as a resource for students seeking employment, and adults in the community. A chapter on public relations concludes this booklet. Guidelines for preparing and evaluating occupational materials, a student interest survey form, and a list of audiovisual equipment for the CRC are appended. (EM)

Descriptors: Audiovisual Centers; *Career Education; *Community Involvement; *Delivery Systems; Elementary Secondary Education; Facility Requirements; Information Centers; Information Dissemination; Information Storage; Occupational Information; Personnel Needs; *Program Development; Program Guides; *Resource Centers; Resource Materials; Testing

ED155181 95 TM006927

Student Outcomes and Participant Opinions in Experience-Based Career Education Schools. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume VI.

Watkins, Richard W.; Corder, Reginald

Educational Testing Service, Berkeley, Calif.

Jun 1977 265p.; For related documents, see TM 006 289-295, and 525

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0118

EDRS Price - MF01/PC11 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT78

Student outcomes and participant opinions in four experience-based career education (EBCE) programs were compiled and compared. Difficulties were encountered in finding or creating measures for the nine goals of the program: (1) career development; (2) self knowledge; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) quantitative skills; and (9) maturation skills. Reading and quantitative skills were measured by a standardized test, the Comprehensive Tests of Basic Skills. Other outcomes were evaluated by structured, free response, interviews. Findings are presented from five respondent groups: students, former students, parents, resource teachers, and school staff. Results indicated strong parental support for the program because of improved student motivation; increased maturity, responsibility, and self confidence; and improved interpersonal skills. Other groups indicated similar judgments. No significant differences in reading or mathematics achievement were found when EBCE students were compared to control groups from the same school districts. The EBCE program, in general, fulfilled its expectations. (The appended program goals, interviews, questionnaires, and data tables are presented in TM 006 525.) (CTM)

Descriptors: Academic Achievement; *Career Education; Evaluation Methods; High Schools; High School Students; Instructor Coordinators; Interviews; Parent Attitudes; *Participant Satisfaction; *Program Evaluation; Reading Achievement; *Research Methodology; Resource Centers; Secondary School Mathematics; Student Attitudes; *Student Characteristics; Teacher Attitudes; Vocational Interests; *Work Experience Programs

Identifiers: *Experience Based Career Education

ED155179 95 TM006525

Student Outcomes and Participant Opinions in Experience-Based Career Education Schools. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume VI. Appendices.

Watkins, Richard W.; Corder, Reginald

Educational Testing Service, Berkeley, Calif.

Jun 1977 592p.; For related documents, see TM 006 289-295, and 927; Best copy available

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0118

EDRS Price - MF03/PC24 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT78

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge--interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. The appendix for the report on Student Outcomes and Participant Opinions in Experience-Based Career Education (EBCE) Schools (TM 006 927) presents data on which that report is based, plus copies of the questionnaire and interview forms used. Test copies are not included, but test score distributions and analysis of covariance of reading and mathematics achievement test scores are presented. Chi-squared tests are presented for other data comparisons when relevant. Data are presented separately for each of the four EBCE schools and for control schools. For each EBCE school, data are presented separately for current students, parents, former students, and resource teachers. (CTM)

Descriptors: Academic Achievement; *Career Education; Educational Objectives; Evaluation Methods; High Schools; High School Students; Instructor Coordinators; Interviews; Job Skills; Parent Attitudes; *Participant Satisfaction; *Program Evaluation; *Questionnaires; Reading Achievement; Research Methodology; Resource Centers; Secondary School Mathematics; Student Attitudes; Student Characteristics; *Tables (Data); Teacher Attitudes; Vocational Interests; *Work Experience Programs

Identifiers: *Experience Based Career Education

ED155178 95 TM006295

Behavioral Observations at Far West School: A Description of Experience-Based Career Education. External Evaluator's Final Report on the Experience-Based Career Education Programs. Volume VIII.

Creech, F. Reid

Educational Testing Service, Berkeley, Calif.

Jan 1976 105p.; Not available in hard copy due to marginal legibility of original document; For related documents, see TM 006 289-295, 525, and 927

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0118

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT78

Twenty students in an Experience-Based Career Education program were randomly selected for two periods of observation (Fall and Spring) at two kinds of sites (work-experience and school). Observations were coded, and then compiled and analyzed by computer. Results indicated a surprising similarity between activities of the resource (work-experience) sites and at the school. Three types of behavioral change were observed: (1) changes in the subject matter areas in which students engaged; (2) modifications in instructional procedures including declines in the use of textbooks, increases in the use of workbooks, increases in student involvement in instructional groups, increases in writing activity, and decreases in the assignment of new tasks for students; and, most importantly, (3) changes in student behavior which were suggestive of increasing student maturation--increases in acceptance of responsibility and in displays of initiative. A list of student outcome objectives is appended, as well as the lexicon of code words used in recording observations of student behavior. The objectives involve career development--self-development, career decision making and planning; basic skills--oral communications, writing, reading, and basic mathematics; and life skills--interpersonal, problem solving, decision making, and inquiry. Elective life skills objectives include media skills, physical fitness, sociocultural awareness, and political awareness. (Author/CTM)

Descriptors: Behavior Change; *Career Education; Classroom Observation Techniques; Codification; Data Processing; Educational Objectives; Evaluation Criteria; High Schools; High School Students; Instructor Coordinators; *Job Skills; *Learning Activities; *Observation; *Program Evaluation; Resource Centers; Student Behavior; Student Teacher Relationship; *Work Experience Programs

Identifiers: *Experience Based Career Education; Far West School CA

ED155175 95 TM006292

An Ethnographic Account of (CE)2: Experience-Based Career Education in Tigard, Oregon. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume V.

Durgin, Edward Charles

Educational Testing Service, Berkeley, Calif.

Jan 1976 259p.; For related documents, see TM 006 289-295, 525, and 927; appendices contain light print; Best copy available

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0118

EDRS Price - MF01/PC11 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT78

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge--interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. The ethnographic approach to educational evaluation was described as being based on participant observation. The Community Experiences for Career Education program at Tigard, Oregon, had three major categories of outcomes: life skills, career development (exploration), and basic (academic) skills. Social relationships between students and staff, and among students were described. Activities at employer sites were described and evaluated. A case study concerning one student was presented in detail, and the transition from youth to adulthood was briefly discussed. (CTM)

Descriptors: *Career Education; Career Exploration; Case Studies; Educational Anthropology; *Ethnography; Evaluation Methods; High Schools; High School Students; Individualized Programs; Instructor Coordinators; Job Skills; Learning Activities; *Program Descriptions; *Program Evaluation; Resource Centers; Social Structure; Student Attitudes; Student Characteristics; *Student Reaction; Student Teacher Relationship; Teachers; Vocational Maturity; *Work Experience Programs

Identifiers: Community Experiences for Career Education; *Experience Based Career Education; Oregon (Tigard)

ED155174 95 TM006291

The Academy for Career Education: An Ethnographic Evaluation. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume IV.

Smith, David M.; Theophano, Janet S.

Educational Testing Service, Berkeley, Calif.

Jan 1976 107p.; For related documents, see TM 006 289-295, 525, and 927

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0118

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT78

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high-school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge--interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. This ethnographic evaluation of the EBCE program in Olney High School, Philadelphia, Pennsylvania, describes what it is like to be a student in the program, what changes occur in student behavior and self image, how actual outcomes compare to the program plan, and what constitutes success in the program. The major problems observed were the inadequate coordination between elements of the program, the lack of discernable grading standards, and the lack of a feeling of community or group membership. The program seemed to work well for self directed and self motivated students and not so well for others. The main successes of the program were the students' increased self knowledge, their knowledge of the city, and to some extent, their knowledge about careers. The program staffing, physical environment, and activities are described, as well as the experiences and attitudes of several of its students. (CTM)

Descriptors: Career Counseling; *Career Education; Case Studies; Educational Anthropology; *Ethnography; Evaluation Methods; High Schools; High School Students; Instructor Coordinators; Performance Factors; *Program Descriptions; *Program Evaluation; Research Methodology; Resource Centers; Social Structure; Student Attitudes; *Student Characteristics; *Student Reaction; Student Teacher Relationship; *Work Experience Programs

Identifiers: Academy for Career Education PA; *Experience Based Career Education; Olney High School PA; Pennsylvania (Philadelphia)

ED155173 95 TM006290

Experience-Based Career Education in Oakland, California: An Anthropological Perspective. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume III.

Anderson, Shel; Drucker, Charles B.

Educational Testing Service, Berkeley, Calif.

Jan 1976 103p.; For related documents, see TM 006 289-295, 525, and 927; Best copy available

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0118

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT78

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge--interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. Aimed primarily toward program replicators, this evaluation of the EBCE program at the Far West School, Oakland, California, systematically describes the overt and covert structures of the program, and compares its actual operations with its theoretical design. An ethnographic approach was used to study the behavior of program participants: students, staff, and others. The initial research effort began with the construction of a model of the social structure, and continued with efforts to get to know the students. As intimacy with a group of students increased, the school's covert structure emerged. The final phase of the research included interviews with students and staff. Several issues of concern to EBCE replicators are highlighted: the student's attitude toward the program at the time of entry; the setting, the planned activities, and the staff; and the students' growth in career and personal maturity. Four case studies illustrate students' learning experiences. (Author/CTM)

Descriptors: *Career Education; Case Studies; Educational Anthropology; *Ethnography; Evaluation Methods; High Schools; High School Students; Instructor Coordinators; Job Placement; Program Descriptions; *Program Evaluation; Research Methodology; *Resource Centers; Social Structure; Sociocultural Patterns; Student Attitudes; Student Characteristics; Student Placement; *Student Reaction; Student Teacher Relationship; *Work Experience Programs

Identifiers: California (Oakland); *Experience Based Career Education; Far West School CA

ED155172 95 TM006289

Experience-Based Career Education in Charleston, West Virginia: An Anthropological Perspective. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume II.

Anderson, Shel; Drucker, Charles B.

Educational Testing Service, Berkeley, Calif.

Jan 1976 94p.; For related documents, see TM 006 290-295, 525, and 927

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-C-74-0118

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT78

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote career development skills and knowledge, and knowledge of one's own interests, abilities, and values. The following skills were also emphasized: reading, problem solving, oral communication, writing, interpersonal relationships, basic mathematics, and maturation. Aimed primarily toward program replicators, this evaluation of the EBCE program in Charleston, West Virginia, systematically describes the overt and covert structures of the program, and compares its actual operations with its theoretical design. An ethnographic approach was used to study the behavior of program participants: students, staff, and others. The research began with the construction of a model of the social structure, and continued with efforts to get to know the students. As intimacy with a group of students increased, the school's covert structure emerged. The final phase of the research included interviews with students and staff. Several issues of concern to EBCE replicators are highlighted: the student's attitude toward the program at the time of entry; the student-learning coordinator relationship; and work experience placements. The experiences of three EBCE students are described. (BW)

Descriptors: *Career Education; Case Studies; Educational Anthropology; *Ethnography; Evaluation Methods; High Schools; High School Students; *Instructor Coordinators; Job Placement; Program Descriptions; *Program Evaluation; Research Methodology; Resource Centers; Social Structure; Sociocultural Patterns; Student Attitudes; *Student Characteristics; Student Placement; Student Reaction; Student Teacher Relationship; *Work Experience Programs

Identifiers: Appalachia Educational Laboratory WV; *Experience Based Career Education; West Virginia (Charleston)

ED150288 08 CE013955

Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.

Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

15 Oct 1977 64p.; For a related document see CE 013 959 ; Parts of appendix may be marginally legible due to print quality

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 502AH60027

Grant No.: G310-76-0052

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUL78

Evaluation was conducted of the first-year operations of a project conducted with the Cranston and Central Falls School Departments (Rhode Island) which allowed eleventh and twelfth grade students to participate in experience-based career education (EBCE) as an alternative to the regular school program. Project objectives (and evaluation) focused on students, selected instructional staff of the two sending vocational technical high schools, selected guidance counselors of the high schools, and the economic community. Project procedures included the implementation of the components of career development, career guidance, and basic academics, and use of the Academic Resource Center (ARC) to further expand the integration of English and mathematics skills into a career education context. The ARC used an instructional management system based on performance objectives and available curriculum materials. It was concluded that the program goals of the first year were successfully completed. Recommendations made included more skill development, active involvement in eliminating sex bias and sex stereotyping, and active recruitment of vocational students. (Appendixes contain a description of the EBCE course, an EBCE program development packet, and a curriculum sequence for guidance classes. The third-party final evaluation of the first year is available separately.) (TA)

Descriptors: Basic Skills; Career Counseling; *Career Development; *Career Education; Career Guidance; Curriculum Development; *Educational Objectives; High Schools; *Nontraditional Education; Program Descriptions; Program Evaluation; *Resource Centers; School Community Relationship; Sex Bias; Skill Development; *Work Experience Programs

Identifiers: *Experience Based Career Education; Rhode Island

ED150278 CE012971

The Implementation of the East Shore Career Education Center. Final Report.

Sandagata, Robert L.

East Shore Career Education Center, East Haven, Conn.

Jul 1977 65p.; Appendix B (four pages), program proposal forms, were removed due to poor reproducibility ; Best copy available

Sponsoring Agency: Connecticut Vocational Education Research and Planning Unit, Hartford.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUL78

Implementation activities for a one-year period are reported for the East Shore Career Education Center (ESCEC), designed to implement a continuous career education program for grades K-12 in the communities of Branford, North Branford, East Haven, and Guilford (Connecticut). Goals and objectives of the project included the following: to provide a career resources center as the focal point of career activities; to assist elementary and middle-school teachers in infusing career education concepts, techniques, and activities into the existing curriculums; to provide career awareness and exploratory activities for middle-school students; to provide career exploratory activities and experiences for high school students; to provide shared career preparation activities (vocational training) supplemental to existing programs based on sharing local facilities and resources; and to plan and develop K-12 career education programs and services for special needs (handicapped) students. Specific areas such as the development of shared vocational training courses and the provision of student services took priority over other goals and objectives. Some of the conclusions/recommendations made concerning ESCEC's first year were (1) meetings with local school principals and key coordinating personnel in local school districts enabled ESCEC to provide several districts with comprehensive inservice coverage of their staffs, (2) efforts should be made to follow in-school career information programs with shared in-depth career information programs on specific areas of students' interests, and (3) ESCEC is well into the process of developing a unique model for career education for the state of Connecticut. (TA)

Descriptors: *Career Education; *Career Exploration; Career Guidance; Comprehensive Programs; *Cooperative Planning; Cooperative Programs; Educational Objectives; Elementary Secondary Education; Fused Curriculum; Inservice Teacher Education; Program Descriptions; *Program Development; Resource Centers; Shared Facilities; *Shared Services; Student Needs; Work Experience Programs

Identifiers: Connecticut

129

ED147621 08 CE014100

An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77.

Saint Charles Parish Schools, Luling, La.

Nov 1977 164p.; Several pages of appendix C (publicity materials) may not reproduce well due to blurred type

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502-AH-60047

Grant No.: G61-76-00969-502

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAY78

Evaluation for a one-year period (1976-77) was conducted of the St. Charles Parish Schools (Louisiana) adaptation of the Experience Based Career Education (EBCE) prototype developed by Research for Better Schools, Inc. The EBCE program provided secondary school students with cognitive skills, career experiences, and personal perspectives which aid in selection and pursuit of adult life goals. Three components used to achieve program goals were career guidance, career development, and the academic resource center. One experimental and one control group was randomly selected, considering demographic, aspirational, and achievement characteristics. Four instruments were administered on a pre-posttest basis to measure student performance in the areas of career skills, life skills, and basic skills. Third-party evaluation results included the following: (1) In career maturity there was no evidence of significant development when the performance of the experimental and control groups was compared. These results do not support program effectiveness in the career knowledge or career maturity program components. (2) Data analysis showed some support for development in attitudes toward learning environment and in self-concept. (3) Hypotheses about growth within the experimental group in the basic skills area were proven. (Appendixes contain project materials and the third-party evaluation report.) (TA)

Descriptors: Academic Achievement; *Career Development; *Career Education; *Career Exploration; *Career Guidance; High Schools; Learning Experience; *Nontraditional Education; Program Attitudes; Program Descriptions; Program Effectiveness ; Program Validation; Resource Centers; Student Evaluation; Student Improvement; *Work Experience Programs

Identifiers: *Experience Based Career Education; Louisiana

130

ED146446 08 CE013790
Mobile Career Education Resource Unit, 1976-1977. Final Evaluation Report.
Zajano, Nancy C.; Arnoff, Steven M.
Rhode Island Coll., Providence. Center for Evaluation and Research.
15 Jul 1977 106p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAPR78

A project to transport career education resources to teachers in Rhode Island's elementary and secondary schools was evaluated on the basis of its seven objectives: (1) to publicize information about career education and the materials and services provided by the project, (2) to make available career education materials, resources, and services to be used in classroom instruction, (3) to demonstrate effective career education materials to the educational community, (4) to develop a state-wide information network about career education, (5) to make available curricular materials that classroom teachers can use to inform young women about nonconventional career possibilities, (6) to develop career education materials for bilingual and/or non-English speaking students, and (7) to make career education information available to survey a random sample of state elementary, middle, and high school superintendents, principals, teachers, and counselors to determine their awareness of the services and satisfaction with and utilization of the materials. The evaluator concluded that five of the seven objectives (all except number 3 and number 6) were successfully accomplished and that the project has been remarkably successful in advancing the concept of career education in Rhode Island. (JT)

Descriptors: Administrator Attitudes; Bilingual Education; *Career Education; Educational Resources; Elementary Secondary Education; *Information Dissemination; Instructional Materials ; *Mobile Educational Services; *Program Effectiveness; Program Evaluation; *Resource Centers; *State Programs; State Surveys; Teacher Attitudes
Identifiers: *Rhode Island

ED145254 08 CE013445
Collage. A Collection of Career Education Resources.
Jezierski, Kathleen, Comp.
Ohio State Univ., Columbus. Center for Vocational Education.
Sep 1977 93p.
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.; Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.: 554AH60600
Grant No.: G007604183
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEMAR78

This catalog, consisting of three major sections, is intended primarily for teachers and administrators in Illinois but is also designed to be applicable to educators in other states. The first section (in narrative form) focuses on ideas for using community-based resources, offers guidelines for selecting career education materials, and describes several educational resources. The second and third sections consist of annotated bibliographies. The first of these provides "how to" career education manuals and guides in the following areas: establishing resource centers, evaluating students and programs, teaching the handicapped and gifted, involving the community in career education, dealing with sex bias, providing inservice education, and career education. The second bibliography containing curriculum materials is divided into elementary school, middle/junior high school, and senior high school levels, and covers the subject areas of language art, mathematics, science, social studies, art, music, physical education, and group guidance. The senior high school materials also include curricula for vocational education. All of the curriculum materials presented were chosen from the ERIC system. (Author/SH)

Descriptors: *Annotated Bibliographies; *Career Education; Community Resources; Curriculum Guides; Educational Resources; Elementary Secondary Education; Gifted; *Guides; Handicapped Students; Inservice Education; Inservice Teacher Education; *Instructional Materials; Program Descriptions; Resource Centers; School Community Relationship; Selection; Sex Bias; Sex Stereotypes; Teaching Guides; Units of Study; Vocational Education
Identifiers: Illinois

ED145237 08 CE013307

A Third-Party Evaluation of Six Career Education Projects. Final Report.

Clark, Fredric A.

Success Research Consultants, Inc., Tinley Park, Ill.

Apr 1975 129p.; Several charts and several pages in the appendixes may not reproduce well due to small, faint, and broken type

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Board of Vocational Education and Rehabilitation, Springfield. Research and Development Unit.

Bureau No.: V3611005L

Grant No.: OEG-0-73-2979

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAR78

The six career education projects evaluated in this report were a computerized counsel or support system (Willow Brook High School); a career education model, grades 7-10 (Chicago State University and School District 143 1/2); a career education resource laboratory (Eastern Illinois University); career education K-12 (East St. Louis); a career education film (Southern Illinois University); and an annotated bibliography for career education (Southern Illinois University). Information gathered through interviews, on-site visits, surveys, and questionnaires is presented for each project in the following format: organization and purpose, process, problems, and outcomes. Each project is also accompanied by an evaluation schema showing objectives, activities, evaluative procedures, and findings. Conclusions and recommendations are presented as well as a table comparing benefits, costs, and recommendations for all six projects. A fifty-nine page appendix contains a list of materials developed for the projects, samples of survey forms, evaluation instruments, correspondence, and guidelines for a newsletter. (BL)

Descriptors: Career Counseling; *Career Education; *Career Guidance; *Career Planning; Computer Oriented Programs; Elementary Secondary Education; *Evaluation Methods; Instructional Materials; Material Development; Program Costs; Program Descriptions; *Program Effectiveness; Program Validation; Questionnaires; Resource Centers; Secondary Education; Summative Evaluation; Surveys

Identifiers: Illinois

ED143883 08 CE012759

Career Resource Centers.

Axelrod, Valija; And Others

Ohio State Univ., Columbus. Center for Vocational Education.

Aug 1977 125p.

Sponsoring Agency: Eastern Upper Peninsula Intermediate School District, Sault Sainte Marie, Mich.; Michigan State Dept. of Education, Lansing.; Office of Education (DHEW), Washington, D.C.

Available from: Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB78

Developed as a guide for educational planners interested in expanding their career guidance and career education delivery system, this handbook suggests general plans, procedures, staffing patterns, activities, and resources in eight chapters. Chapter 1 provides a broad perspective on the rationale for career resource centers. Chapter 2 covers various tasks related to early planning efforts. General guidelines for physical facilities, effective space management, and display plans are presented in chapter 3. Chapter 4 is devoted to staffing considerations. Chapter 5 provides procedures to assist in career information materials acquisition and selection. Chapter 6 promotes the importance of effective public relations. Chapter 7 describes feasible programs, services, and activities designed to promote career resource center utilization. Chapter 8 presents the importance of evaluation for the continued improvement of operating career resources centers and includes practical suggestions for process and outcome evaluations. Appendixes include the following: Overview of Federal legislation, proposal for developing a career resource center, selected sources of career information, ERIC clearinghouses, selected career resources on a limited budget, computer-assisted guidance, and a bibliography on designing a career resource center. In addition, 37 exhibits are included throughout the handbook. (TA)

Descriptors: *Career Education; *Career Guidance; Educational Administration; Educational Facilities; Facility Guidelines; *Facility Planning; Federal Legislation; Information Centers; Learning Resources Centers; *Program Development; Program Evaluation; *Resource Centers; Resource Materials; Resources; Staff Utilization

ED142908 CG011641
The Modern Counseling Center: A Necessity.
Dickert, Joseph
The Guidance Clinic, p8-13 Sep76
Sep 1976 8p.; Best copy available
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJAN78

This article presents typical high school counseling problems--lack of space, insufficient materials, and lack of access to existing materials. It then describes how one school solved these problems by creating a modern counseling center. Details for setting up such a center are provided, including location and design, materials (self-awareness, career awareness, college and training programs, financial aid, test preparation), programs and public relations. A sample floor plan is presented, as well as many practical suggestions for program implementation. An evaluative survey administered before and after this counseling center was begun shows satisfying increases in student awareness, participation, and depth of counseling. (BP)

Descriptors: *Career Awareness; *Career Choice; *Career Counseling; Career Planning; *Facilities; *Guidance Centers; *Guidance Programs; Program Descriptions; Program Development; Resource Centers; Secondary Education; Self Concept

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ED142822 08 CE012099
How To Develop a Resource Center for a Career Education Program.
Eversole, Opal
Kentucky Valley Educational Cooperative, Hazard.
15p.; For related documents see CE 012 085-086, CE 012 089-090, CE 012 093-094, CE 012 096, CE 012 098-099, and CE 012 101-103; Contains some small type
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJAN78

Intended to guide local school systems in the development of a resource center for a career education program, this booklet identifies three kinds of resources which should be included: Human resources, community resources, and material resources. Then in a question/answer format, the guide explains the basic steps in identifying all resources (includes a brief bibliography of books, guides, and periodicals), organizing the information, locating the center, equipping the center, and evaluating its usefulness. (This guide is one of several focusing on the development of different components of a career education program.) (BM)

Descriptors: *Career Education; Community Involvement; Elementary Secondary Education; Equipment; Evaluation; Facilities; *Program Development; Program Guides; *Resource Centers; Resource Materials

Identifiers: Kentucky

ED142782 08 CE011894
Career Education Resource Units: Grade: Special Programs.
Newark School District, Del.
Mar 1976 138p.; For related documents see ED 122 041 and CE 011 889-896
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJAN78

The units contained in this guide are intended primarily as resource materials to assist elementary school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. The units are designed to be appropriate for multigrade activities, from kindergarten through grade 5. There are 21 units relating to the fine arts (art, music, theater), 7 units relating to physical education, 4 units relating to special education (listening and speaking skills, personal health, self-awareness, and the resource classroom as a laboratory in vocational training), and 9 units relating to career centers. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

Descriptors: Behavioral Objectives; *Career Awareness; *Career Education; *Criterion Referenced Tests; Curriculum Guides; Elementary Education; Elementary School Curriculum; *Fine Arts; Humanities; Individual Development; Integrated Curriculum; *Learning Activities; Learning Laboratories; Physical Education; Primary Education; *Resource Centers; Resource Materials; Resource Units; Self Concept; Special Education; Teacher Developed Materials; Unit Plan; Vocational Education

ED142762 08 CE011774

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. Desk Reference: Techniques and Procedures for Facilitating Career Counseling and Placement. Research and Development Series Number 118 C2.

Novak, Jan L.; Hammerstrom, Wayne A.

Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. Center for Vocational Education.; Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

1977 161p.; For related documents see CE 011 762-CE 011 777

Grant No.: G007500351; G007500350; G007501231

Available from: Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset C $40.00, document C2 $9.75; quantity discounts available)

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJAN78

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for program delivery. This desk reference handbook, one of five volumes in subset C, is designed to help answer questions dealing with career guidance including how to infuse it into the classroom, how to get occupational and educational information, how to select the information materials, how to organize the materials, and how to store them so they can receive maximum use by both educators and students. There are nine sections: (1) Career resource centers, (2) identification, evaluation and selection of occupational, placement, educational, and personal-social information resource materials, (3) reading the "Dictionary of Occupational Titles," (4) the "Occupational Outlook Handbook," (5) filing systems for occupational and educational information, (6) sample materials and activities for autobiographical and biographical information, (7) sample materials and activities for career awareness, (8) sample materials and activities for decisionmaking, and (9) sample materials and activities for placement. (TA)

Descriptors: Career Counseling; Career Development; Career Education; *Career Guidance; *Counseling Techniques; Elementary Secondary Education; *Filing; *Guidance Programs; Instructional Materials; Learning Activities; *Occupational Information; Postsecondary Education; Reference Materials; *Resource Materials; *Rural Schools; Student Placement

ED141576 CE011502

Career Education. Shippensburg State College.

Shippensburg State Coll., Pa.

62p.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEDEC77

Materials contained in this compendium synthesize the career education activities and strategies developed in a project designed to facilitate career education in the schools through a linkage approach involving Shippensburg State College and three intermediate units that include 26 school districts. The program is described in which 80 vocational educators, administrators, curriculum coordinators, counselors, and classroom teachers participated in a 3-day workshop and seven subsequent seminars held in each of the intermediate units. Contents include the workshop invitational letter, registration form, program, and list of participants, and abstracts of workshop presentations on the following topics: "Career Education Three Years Later, Manpower Information: Implications for Career Education," "Career Education: The TIMES Project, Career Education in Pennsylvania: On-going Projects," "Research in Career Education: What Meaning for Us?" "Activities Funded by the Research Coordinating Unit: An Overview," "Evaluation of Selected Career Resource Centers in Pennsylvania," "Career Clusters in Career Education," "The Elementary and Middle School Counselor's Role as a Consultant in Development Career Education Programs," and "Career Education: Where Do We Go from Here." Seminar consultants are listed and participant responses to the career education workshop evaluation are also included. (TA)

Descriptors: *Career Education; *Change Strategies; College School Cooperation; Educational Administration; Educational Objectives; Elementary Secondary Education; Participation; Program Descriptions; *Seminars; *State Colleges; *Teacher Workshops; Workshops

Identifiers: Pennsylvania

ED141524 CE011318

The Career Information Center Handbook. A Guide for Developing C.I.C.'s in Local Schools.

Holiman, Marjorie A., Ed.; And Others

Arizona Univ., Tucson. Coll. of Education.

187p.

Sponsoring Agency: Arizona State Dept. of Education, Phoenix.

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC77

The Career Information Center (CIC) handbook is designed to serve as a reference work or blueprint containing a rationale and specific how-to suggestions to support and guide the user's development of a CIC that fits local needs. The format of the handbook is intended to indicate the major steps in the planning, development, and operation of a CIC, indicate a range of options available at each step, and refer the user to sections of the handbook containing materials and procedures implementing each of the options. Three models for a center guided the organization of materials within the handbook. The models are defined as (1) Level A--a shelf collection, in a library or teacher's room, which is available to users; (2) level B--a larger collection, in a special place with room for use, overseen as a part-time responsibility by someone who can assist users as required; and (3) level C--comprehensive collection, in a separate location, the full or major responsibility of a staff member with a system to encourage, monitor, and evaluate use. Handbook contents include the following sections: Rationale for CIC, needs assessment, responsibility, location for a CIC, advisory board, materials, activities, public relations, and evaluation. References and supplementary reading recommendations are included. (TA)

Descriptors: Adoption (Ideas); Advisory Committees; *Career Education; *Information Centers; Information Needs; *Instructional Materials; Learning Activities; Learning Laboratories; Models; *Needs Assessment; Occupational Information; *Program Development; Program Evaluation; Resource Centers; Resource Materials; School Community Relationship

Identifiers: Arizona

ED140198 CG011805

Establishing a Career Resource Center.

Wood, Robert A.; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Dec 1976 72p.; For Coordinator's Guide, see CG 011 804 ; Not available in hard copy due to marginal legibility of the original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV77

This module is directed toward working guidance personnel in school settings, grades 7-14, including counselors, administrators, and career specialists. The topic is the founding and/or improvement of Career Resource Centers and the module focuses on a systematic process of implementing this objective. Participants will review the concept of a Career Resource Center, how to identify needs and determine objectives, and learn how to establish priorities, select programs and implement plans. The module is designed as a six-hour workshop to be run by a coordinator. THe module gives an overview of a systematic approach to the establishment of a resource center, then follows with a six-step plan: (1) assessing needs; (2) writing objectives; (3) identifying programs, activities, and services; (4) analyzing requirements for implementation; (5) identifying implementation tasks; and (6) assigning responsibility. Workshop activities to help participants acquire each skill are presented in detail. (Author/BP)

Descriptors: Career Choice; *Career Counseling; *Career Planning; Competency Based Education; Guidance Personnel; Guides; *Inservice Education; *Learning Modules; *Needs Assessment; Planning; *Resource Centers; Secondary Education; Workshops

ED140197 CG011804

Establishing a Career Resource Center. Coordinator's Guide.

Wood, Robert A.; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Dec 1976 15p.; For Participant's Workbook, see CG 011 805; Not available in hard copy due to marginal legibility of the original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV77

This Coordinator's Guide accompanies a module workbook, which is directed toward working guidance personnel in school settings, grades 7-14 including counselors, administrators and career specialists. The topic is the founding and improvement of Career Resource Centers and the Module focuses on a systematic process of implementing this objective. The Guide outlines a six-hour workshop to be run by a coordinator. It defines the coordinator's role in four areas: setting the tone, setting the rhythm and pace, facilitating group interaction, and evaluating. Suggestions for preparing and carrying out the workshop activities are also given, as well as specific times and suggestions for each activity section in the participants' workbook. Workshop activities include assessing needs, writing objectives, analyzing requirements, and assigning responsibility. (Author/BP)

Descriptors: Career Choice; *Career Counseling; *Career Planning; Coordinators; Guidance Personnel; Inservice Education; Leaders Guides; *Needs Assessment; Planning; *Resource Centers; Secondary Education; Workshops

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ED139989 08 CE011061

Penetrating School Strata through Career Education. Final Report.

Nolan, Richard D.

Bristol Public Schools, Conn.

Jun 1976 276p.; For related documents see ED 107 9[illegible]5 and ED 109 299-300

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V361170

Grant No.: OEG-0-73-5301

EDRS Price - MF01/PC12 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIENOV77

This is a final report of a 3-year project to modify the curriculum in the Bristol, Connecticut, school system by infusing career education concepts and practices into all subjects at all grade levels. The report includes a description of the four components of the project: Grades K-8, grades 9-12, development of job placement services, and establishment of a resource center on career education. The description covers background, objectives, design, and results of the study. Another section deals with conclusions, implications, and recommendations. Almost one-half of the document is devoted to a third party evaluator report prepared by New Educational Directions, Inc. The evaluator report includes an overview of the project, suggestions for other funded programs, comments about the fulfillment of objectives for the four components of the study, and evaluation of the procedures followed furing the project. Appendixes to the evaluator report include newspaper clippings and correspondence about the project, questionnaires, and the results of surveys of the community, principals, staff, and teachers. Attachments make up another large part of the document and include a sample curriculum guide entitled "Reducing Sex-Role Stereotyping Through Career Education" and other documents and brochures related to the four components of the study. (LMS)

Descriptors: *Career Education; Career Exploration; Curriculum Development; Curriculum Guides; Demonstration Programs; *Elementary School Curriculum; Elementary Secondary Education; Employment Opportunities; Fused Curriculum; *Job Placement; Poverty Areas; Program Evaluation; *Resource Centers; School Community Relationship; *Secondary School Curriculum; Sex Role; Sex Stereotypes

Identifiers: Connecticut

ED139424 IR004845

How to Develop the Librarian's Role in Career Education.

Rush, Rita

State Project to Implement Career Education, New York, N.Y.

1975 32p.; "How-to" series Guide Seven

Sponsoring Agency: New York State Education Dept., Albany.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEOCT77

Part of a series of beginning guides for implementing career education in schools this guide is intended for school librarians. It outlines steps necessary for creating a career education resource center. Concern is given to the librarian's role in integrating the library's resources with ongoing career education activities in the school. Guidelines and suggestions are given for four responsibilities in establishing a career education resource center: (1) the collection-- scope, acquisition and organization; (2) the program; (3) the librarian's preparation-- background, role definition, and checklist of activities; and (4) goals and projections for the future. (Author/KP)

Descriptors: *Career Education; *Guides; *Librarians; *Library Role; Resource Centers; *School Libraries

ED139246# FL008047

Are You Overlooking Something? Some News from ERIC.

Eddy, Peter A.

Southern Conference on Language Teaching, Atlanta, Ga.

1975 5p.; Paper presented at the Southern Conference on Language Teaching (11th, New Orleans, Louisiana, 1975)

Available from: Not available separately; see FL 008 033.

Document Not Available from EDRS.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEOCT77

This paper presents a brief overview of the functioning of the ERIC Clearinghouse on Languages and Linguistics: how documents are acquired and processed, how the microfiche collection is formed, and what services are available to language teachers. Two topics where ERIC has materials to offer classroom language instructors are discussed: career education and jobs for individuals with foreign language skills. Suggestions for keeping abreast of what is in ERIC are also made. (Author/CLK)

Descriptors: *Career Education; *Clearinghouses; *Information Centers; Job Skills; *Language Instruction; Language Proficiency; Language Research; Language Skills; Language Teachers; *Linguistics; Resource Centers; *Second Language Learning; Second Languages

Identifiers: ERIC

ED137593 CE010646

Keeping It Going. Handbook for Implementing the Career Information System.

Oregon Univ., Eugene. Career Information System.

Sep 1976 214p.

Available from: Career Information System, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97403 ($4.00)

EDRS Price - MF01/PC09 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP77

This handbook is designed to serve as a tool to assist school and agency staff in implementing the Career Information System (CIS), a model interagency consortium designed to provide means of direct access to current career and labor market information, based in Oregon. The first section of the handbook discusses what is known about CIS and successful strategies in various educational and agency settings. Included in this section are the following: Background of CIS, overview of the system, system components (QUEST, Occupational Descriptions (DESC), Bibliography of Occupational Books, VISIT, CLUBS, Preparation, Programs of Educational Training, Schools, and Statistical Package), staff development, and career centers at the secondary school and college levels. The second section consists of "recipes" from users for implementing the system in counseling centers and classrooms. A master index is provided that breaks individual recipes into appropriate subject groupings. The 61 recipes appear in order after each subject heading. Guidance, Language Arts, and Social Studies are the three major groups of recipes collected into learning packages. These materials are followed by shorter subject matter groupings: Science, mathematics, physical education, art, personal finance, and career clusters. Located in the career clusters section are recipes pertaining to business, industrial arts, health, child care, and food services. Appendixes contain blank recipe sheets, a user agreement form, standards for use of CIS, localized information about Oregon CISs, and a numerical list of CIS occupations. (TA)

Descriptors: Administrator Guides; Art; Career Development; Career Education; *Career Guidance; *Computer Oriented Programs; Daily Living Skills; Higher Education; Human Services; Information Dissemination; Information Services; *Information Systems; Language Arts; Learning Activities; Mathematics Curriculum; Occupational Clusters; *Occupational Information; Physical Education; Postsecondary Education; Program Descriptions; *Program Development; Resource Centers; Resource Materials; Science Curriculum; Secondary Education; Social Studies; *Student Development; Units of Study

Identifiers: Career Information System; Oregon

ED137514 08 CE010111

Comprehensive Illinois Occupational Education. Demonstration Center. Site B. Kindergarten-Grade 14. Final Report.

Cumberland Unit School District 77, Toledo, Ill.; Lake Land Coll., Mattoon, Ill.

1 Jul 1976 461p.; For related documents see CE 010 108, CE 010 111, ED 122 144, and ED 126 297. Not available in hard copy due to marginal print quality of original

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Board of Vocational Education and Rehabilitation, Springfield. Research and Development Unit.

Bureau No.: V361068

Contract No.: RDD-DC-B33 Grant No.: OEG-0-73-5294

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIESEP77

The CIOEDC (Comprehensive Illinois Occupational Education Demonstration Center) project, Site B, in Toledo, Illinois (from February 15, 1976 to June 30, 1976) was conducted in three phases--planning, implementation, and demonstration. Specific objectives for this site were to (1) supplement present programs of career awareness and exploration through implementation of newly developed activities in these areas, (2) provide students with an opportunity to enter the world of work with a saleable skill and further their training upon completion of a vocational program, (3) plan the demonstration of vocational education programs and activities, (4) evaluate the effectiveness and significance of vocational education programs and their relevance to the world today, (5) disseminate information regarding the implementation of occupational education activities in a rural setting, and (6) demonstrate occupational education programs during four conferences conducted on site. The following activities were implemented to accomplish these objectives: OCCUPAC (Occupational Information Learning Package), ABLE Model Program, Vocational Information Project, WECEP (Work Experience and Career Exploration Program), SIVE (System for Individualizing Vocational Instruction), CVIS (Computerized Vocational Information System), Consumer and Homemaking Education, IOCP (Illinois Occupational Curriculum Project), a system for followup of vocational education graduates, three phase system for evaluation, and CERL (Career Education Resource Laboratory). In this report, each of the three phases of the project are described along with results and accomplishments. Appendixes make up two thirds of the document and contain the following materials: CIOEDC dissemination and conference data, K-8 instructional program, 9-12 instructional programs, samples of instructional units, program management tools and objectives, occupational education resources, publicity items. (TA)

Descriptors: *Career Education; Career Exploration; Conferences; *Demonstration Centers; Demonstration Programs; Educational Programs; Elementary Secondary Education; *Information Dissemination; Occupational Information; Postsecondary Education; Program Administration; *Program Development; Resource Centers; Resource Materials; Skill Development; Student Development; Vocational Education

Identifiers: *Illinois; Illinois (Toledo)

ED136030 08 CE010176

Guidance, Counseling, Placement and Follow-Up Services Project. Final Report.

Washburn, George

Boise City Independent School District, Idaho.

23 Jan 1976 52p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V0337VZ

Grant No.: OEG-0-74-1559

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAUG77

A secondary level career education program was implemented which focused on guidance, counseling, placement, and followup services for students within the Boise Independent School District, Idaho. Procedures followed in achieving project goals and objectives were (1) to develop a career and educational information center, (2) to use the center by involving students, teachers, and counselors, (3) to develop supplementary materials for the majority of school disciplines which will tie the subject area with career investigation, (4) to develop a placement service component which can involve all students in target schools, and (5) to develop a followup component which will point up the needs in career education. Following data analysis and evaluation, these recommendations were made: Permanent centers should be established at each high school. Each center should have a paraprofessional manager. The center must be adequately funded. Followup and placement activities should be among the functions of the center, but the center should not have the sole responsibility of these functions. The center must be located in a traffic pattern and be adequate in size to house student groups. Establishment of a student procedure for use of the center is necessary. Inservice for school personnel in necessary for establishment. Appendixes contain materials and studies used during the project. (TA)

Descriptors: Career Counseling; *Career Education; Career Exploration; *Career Guidance; Curriculum Development; Demonstration Programs; Educational Objectives; *Guidance Programs; High School Students; Job Placement; Parent Attitudes; Program Descriptions; *Program Development; Program Evaluation; *Resource Centers; School Districts; Secondary Education; Student Attitudes; Vocational Followup

Identifiers: Idaho (Boise)

ED136013 08 CE010108

Comprehensive Illinois Occupational Education Demonstration Center. Site A. Final Report.

Joliet Township High School District 204, Ill.

1 Jul 1976 216p.; For related documents see CE 010 108, CE 010 111, ED 122 144, and ED 126 297

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Bureau No.: V361068

Contract No.: RDD-DC-A33

EDRS Price - MF01/PC09 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAUG77

Planning, implementation, and demonstration/dissemination phases of the CIOEDC (Comprehensive Illinois Occupational Education Demonstration Center) project, Site A, Joliet, Illinois from February 15, 1974 to June 30, 1976, are included in this report. (The principle objectives of the project were to bridge the gap between the theoretical and developmental findings of activities sponsored by the Illinois State Division of Vocational and Technical Education (DVTE) and actual implementation of those findings into two K-14 sites; to implement into two sites in Illinois selected research, curriculum, developmental, special, and exemplary activities; to provide an opportunity for a variety of persons, i.e., counselors, administrators, labor and business representatives, to receive information and visit a demonstration center designed to exemplify proven learning techniques in career and vocational education; to identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, development, curriculum, special, and exemplary activities, and to evaluate the effectiveness and efficiency of the demonstration centers.) Major project results and accomplishments are summarized for each of the 15 exemplary activities implemented in Joliet. Other aspects of the project discussed are the manpower/workforce survey, staff development, dissemination and demonstration (17 pages), and evaluation procedures. The conclusions indicate that interest, enthusiasm, support, and involvement for career and occupational education have increased as documented by local and the third-party evaluations. Appendixes contain the manpower survey instrument, conference materials, publicity materials, and newsletters. (TA)

Descriptors: Career Development; *Career Education; Conferences; *Demonstration Centers; Demonstration Programs; Disabilities; Disadvantaged; Elementary Secondary Education; *Information Dissemination; Inservice Education; Postsecondary Education; Preservice Teacher Education; *Program Development; *Program Effectiveness; Program Evaluation; Resource Centers; *School Community Relationship; Staff Development; Surveys; Technical Education; Vocational Education

Identifiers: *Illinois; Illinois (Joliet)

ED135998 CE009971

Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume II. Research and Evaluation.

Guilfoy, Vivian M.; Grothe, Mardell S.

Education Development Center, Inc., Newton, Mass.

Jan 1976 268p.; For related documents see CE 009 970-972

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0121

EDRS Price - MF01/PC11 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAUG77

This second volume of a three-volume final report presents research and evaluation findings of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Primary focus is on home-based adults who used the career counseling service, which provided information, guidance, and referral by telephone using paraprofessional counselors. Section 2 details the demographic characteristics of 2,979 home-based adults, who called the service (August 1973 to March 1975) and examines the extent to which the nature of the callers changed over time. Section 3 describes characteristics of 1,157 home-based clients who used the service from March 1974 to March 1975 and explores clients' expectation from counseling, initial career objectives, and other factors. Section 4 presents data related to the nature and extent of activities engaged in by counselors and clients during the process of counseling. Section 5 examines the clients' career status at termination. Section 6 describes how clients reacted to and evaluated the services they received from the project. Section 7 deals with use of the resource center based on 268 noninstitutional visitors who used it in 1974. The final section of Volume 2 presents information collected during indepth interviews with 40 former clients. (Volume 1 of the final report covers the nature, context, and products of the model. Volume 3 consists of appendixes to the project.) (TA)

Descriptors: *Adult Programs; Adults; Career Choice; *Career Counseling; Career Development; *Career Education; Career Guidance; Community Programs; *Counseling Services; Counselor Role; Counselors; Delivery Systems; Demography; Information Dissemination; Information Networks; Labor Force Nonparticipants; Needs Assessment; *Outreach Programs; Paraprofessional Personnel; Participant Characteristics; *Program Effectiveness; Program Evaluation; Referral; Resource Centers; Telephone Communications Systems; Work Attitudes

Identifiers: Rhode Island (Providence)

ED135997 CE009970
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.
Guilfoy, Vivian M.; Grothe, Mardell S.
Education Development Center, Inc., Newton, Mass.
Jan 1976 123p.; For related documents see CE 009 970-972
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0121
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77

This first volume of a three-volume final report describes the activities of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. The volume begins with a brief history of the model, tracing the project's evolution through the various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major activities and accomplishments of each of the model's five major components: (1) Outreach, which used mass media and other approaches to attract clients, (2) counseling, which provided career information, guidance, and referral by telephone using paraprofessional counselors, (3) the resource center, which collected and disseminated career-related materials for project staff, clients, and the community, (4) the information unit, which developed special directories and materials which supported the counseling process and could be sent to clients, and (5) research and evaluation, which provided project staff with feedback about the clients and the operation of the program. A third section describes the characteristics of the pilot site in Providence, Rhode Island, and how the project interacted with the community including its role in local adaptation after the research and development phase. The final section discusses the project's efforts to share its experiences and findings with potential adaptors of the model and other interested persons outside Rhode Island. (Volume 2 presents research and evaluation findings with primary focus on home-based adults who used the career counseling service. Volume 3 consists of appendixes.) (TA)

Descriptors: *Adult Programs; Adults; Career Counseling; *Career Development; *Career Education; Career Guidance; *Community Programs; Counseling Services; Counselors; *Delivery Systems; *Information Dissemination; Information Networks; Labor Force Nonparticipants; Models; Needs Assessment; Occupational Information; Outreach Programs; Paraprofessional Personnel; Program Descriptions; Referral; Resource Centers; Telephone Communications Systems
Identifiers: Rhode Island (Providence)

ED134842 CE010139
Career Education. Community Resource Center.
Great Falls Public Schools, Mont.
[1976 37p.; For a related document see CE 010 140
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL77

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. Objectives of the center during the organizational phase were (1) selection of a volunteer coordinator to direct the project, (2) a survey of teachers to determine the need for a community resource center, (3) compiling existing files of resource persons from such organizations as the YWCA, churches, service clubs, and others, (4) establishing a filing system and operating procedures, and (5) recruiting community resource persons to fill indicated needs for speakers. The specific objectives of the center are to help educators insure that each student is aware of the broad range of career options open to him/her in the world of work, to provide information to help the student make decisions concerning his further education and/or training, and to assist in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility. Topics discussed in this document include center personnel, inservice programs, facilities and funding, general procedures, and office procedures. Appendixes contain forms and materials used in the resource center. (TA)

Descriptors: *Career Development; Career Education; *Community Resources; Cooperative Programs; Elementary Secondary Education; Program Administration; Program Descriptions; *Resource Centers; Resource Materials; *School Community Relationship; School Districts; *Volunteers
Identifiers: Montana; Montana (Great Falls)

ED134816 CE010018

The Implementation of Career Education through the Mesa Center for Career Development.

Booth, George, Comp.
Mesa Public Schools, Ariz.
Mar 1975 72p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL77

Efforts of the Center for Career Development (Mesa, Arizona) to compare various strategies for promoting available career education materials and services in the Mesa Public Schools (to determine which strategies are more effective in increasing utilization of career education resources) are described. After identifying the career education resources available, the project's method for assessing resource implementation and/or use is discussed under the headings Target Population, Resource Personnel, and Sequences of Events (Overview, Planning Phase, Operational Phase, and Modifications). Project efforts resulted in the Career Service Delivery System, which is discussed in the section, Utilization/Participation Program. This section covers initial contact strategy, staff development strategy, promotional resources strategy, and contingency management strategy. The final section discusses how data collected from the project will be recorded and analyzed. Appendixes contain the following: Log of career education events; utilization/participation program strategies; initial contact methods; participant responsibilities; types, recipients, and frequency of communications; and evaluation criteria and school descriptors. (TA)

Descriptors: *Career Education; Contingency Management; *Delivery Systems; Elementary Secondary Education; Evaluation Criteria; *Information Utilization; Inservice Education; Program Descriptions; *Program Development; *Program Effectiveness; Resource Centers; Staff Role; Teacher Improvement

Identifiers: *Arizona (Mesa)

ED133587 08 CE009689

Career Oriented Education Project. Final Report.

Broderius, Bruce W.
University of Northern Colorado, Greeley.
30 Sep 1976 128p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: VT-103-558 Bureau No.: 502A850001A
Grant No.: OEG-381-75-0004
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUN77

The final report of the exemplary project in vocational education, which ended June 30, 1976 in the Greeley area of Colorado presents, reviews, and evaluates the efforts toward career education implementation in the curricula of Weld County School District Six, the University of Northern Colorado (UNC) College of Education, and the UNC Laboratory School. Among the accomplishments reported were the development of three career education centers to increase counseling services and provide career-oriented materials, staff inservice programs, acquisition and development of instructional materials, use of community resources, emphasis on career education in the UNC, and a study of student job placement needs. The third-party evaluation results are also presented. Major conclusions were that there were no significantly higher performance scores for the treatment students; some attitude change was noted in teachers; and university faculty awareness was somewhat increased. The guidance newsletter appeared to have no impact on student knowledge. Although quantitative evaluation findings were not positive, it was felt that the project did achieve improved knowledge and attitudes toward career education. Some project materials are appended. (MF)

Descriptors: *Career Education; Curriculum Development; *Demonstration Programs; Elementary Secondary Education; *Inservice Teacher Education; Instructional Materials; *Integrated Curriculum; Job Placement; Laboratory Schools; *Program Effectiveness; Program Evaluation; Resource Centers; School Counseling; Schools of Education; Teacher Education

Identifiers: Colorado; Colorado (Greeley)

ED133583 CE009684

A Proposal to Develop and Implement a Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri. Final Report.

Navara, James L.

State Fair Community Coll., Sedalia, Mo.

Jun 1976 151p.; For related documents see ED 102 325, ED 102 329-330, ED 112 073, ED 117 428-430, ED 118 786, CE 009 613, and CE 009 964 ; Pages 49-118 may be marginally legible due to print quality of original

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: VT-103-572 Bureau No.: 502A750069

Grant No.: OEG-0-73-5311

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUN77

A comprehensive career education program (K-14) was developed and implemented in a three-county non-urban area of Missouri. Curriculum guides were developed by teachers from the 10 participating schools in career awareness (K-6), career exploration observation (7-9), secondary component (10-12), and occupational cluster curriculum development. Over 2,400 junior high students were given an opportunity to participate in summer work exploration and observation activities. A centralized job development, placement, and followup office to serve the 10 participating schools was established as well as a resource library of career education materials. All graduating seniors in 1974 and 1975 were followed up by telephone survey. The report briefly describes activities, summarizes results and accomplishments, and presents conclusions and recommendations. A bibliography of books, pamphlets, articles, reports, speeches, and project-developed instructional materials is included. A major portion of the report consists of a resource list of the audiovisual library collection. Also included is a list of the curriculum guides and other project-developed materials with order form and availability information. (Author/NJ)

Descriptors: Audiovisual Aids; Bibliographies; *Career Education; *Comprehensive Programs; *Curriculum Development; *Demonstration Programs; Elementary Secondary Education; *Instructional Materials; *Job Placement; Library Collections; Material Development; Program Descriptions; Resource Centers; Rural Areas; *Rural Education

Identifiers: Missouri

ED132169 TM005879

Evaluation of Career Education Projects, 1975-1976. Report No. 7715.

Chern, Hermine J.; And Others

Philadelphia School District, Pa. Office of Research and Evaluation.

Sep 1976 153p.

Report No.: PSD-7715

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAPR77

The evaluations of 26 career education programs which operated in the Philadelphia, Pennsylvania school district from July 1, 1975 to June 30, 1976 are contained in this report. Generally the projects achieved their objectives, with only a few exceptions. Indications are that the career development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve. Of the 26 projects evaluated, eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers. Information is presented for each program separately and includes budget, project description, project history, objectives, project implementation, and project outcomes: evaluation questions, discussion, and conclusions and recommendations. (RC)

Descriptors: Adult Education; Adult Vocational Education; Bilingual Education; *Career Education; Career Planning; Computer Oriented Programs; Consumer Education; Counselor Training; Distributive Education; Elementary Secondary Education; Evaluation Methods; Guidance Programs; Home Economics; Home Economics Education; Individualized Instruction; Instructional Materials; Job Placement; Medicine; Mild Mental Retardation; Mobile Educational Services; Parochial Schools; Pregnant Students; Program Development; Program Effectiveness; *Program Evaluation; Public Schools; Resource Centers; School Districts; Special Education; Vocational Education

Identifiers: Pennsylvania (Philadelphia); *Philadelphia School District PA

ED131315 95 CE008974

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.

Rogers, Richard A.
Western Wisconsin Technical Inst., La Crosse.
30 Jun 1976 189p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: VT-103-306 Bureau No.: F5007VW; V361185
Grant No.: OEG-0-73-5297
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAPR77

This report details the accomplishments and major activities of a 3-year career education project serving more than 186,000 individuals within the Western Wisconsin Vocational, Technical, and Adult Education District. Basic to the project design is the establishment of five career centers which provide a wide variety of career information and services. The document contains a summary report, final and quarterly reports from each of the five area coordinators, and the third party evaluation. The data, analyses, and conclusions are presented in a determination of whether each of the 11 objectives of the project had been met. The evaluators concluded that the project had a number of significant impacts during the three years it was operational, and had achieved its objectives in terms of establishing a comprehensive learning system, expanding resources and services, and making career education accessible to residents of the district. Students showed progress in self awareness, knowledge of work, and career decisionmaking; community awareness of available programs and opportunities also increased. Appended to the evaluation report are the work statement for the evaluation and survey instruments. (RG)

Descriptors: *Adult Education; *Career Education; Career Planning; *Delivery Systems; Developmental Programs; Elementary Secondary Education; Inservice Teacher Education; Lifelong Learning; *Outreach Programs; Postsecondary Education ; *Program Evaluation; Resource Centers; *Rural Schools; *School Districts
Identifiers: Wisconsin

ED129994 CE007961

Guidance Workshop Manual. Career Information Centers.

Ritch, Roger W.
Project CAREER, Randolph, Mass.
Jan 1975 30p.; For related documents, see CE 007 962 and CE 008 668-669
Sponsoring Agency: Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Report No.: VT-103-038
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAR77

Part of the Project CAREER guidance component, this manual was developed to provide a resource to educators interested in establishing a center to house informative job and career materials for students. Information presented includes functions of the career resource center, minimum physical and personnel requirements, basic information materials, suggested activities, and procedures for acquiring, classifying, storing, and retrieving the materials. All purely occupational materials are classified according to the "Dictionary of Occupational Titles" (DOT) coding system. Sample catalog cards and letters requesting materials are appended. (TA)

Descriptors: *Career Education; Guidelines; Guides; *Information Centers; *Library Technical Processes; Occupational Information; *Program Development; *Resource Centers; Resource Materials; Secondary Education
Identifiers: Massachusetts; Project CAREER

ED128657 CE008236

Job Placement Coordinators Manual.

Kenyon, Lawrence B.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Jun 1976 105p.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Available from: New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103--Kilmer Campus, Rutgers University, New Brunswick, N. J. ($2.50 plus postage)

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB77

The aim of this manual is to provide a useful tool for school personnel engaged in placement work and related activities in career education and guidance. Chapter 1 looks at job placement services, including the career resource centers and benefits to students. Chapter 2 outlines preliminary steps and needs in initiating a job placement program. In two parts, Chapter 3 covers: The major duties of placement coordinators, discussing their relationship to the entire program of career education and guidance; and the techniques of counseling, the theories of career development, and such tools as testing and informational services. Chapter 4 attempts to show the wide variety of activities carried on by placement coordinators in the field by presenting extensive excerpts from two annual reports. Chapter 5 stresses the importance of the placement service as a source of evaluation for at least the career education component of the curriculum, and suggests that accountability should be a goal rather than a concept which controls all educational activities. Appendices contain various sample forms and materials useful to a placement coordinator. (TA)

Descriptors: Accountability; Career Education; *Career Guidance; Cooperative Programs; Coordination; *Coordinators; Counselor Role; Guidance Personnel; *Guidance Programs; Guides ; High Schools; Job Analysis; *Job Placement; Placement; Program Administration; *Program Development; Program Effectiveness; Program Guides; Resource Materials

ED128656 CE008204

Integrating Career Education into Teacher Preparation. Implementation Guide for College/University Use.

Even, Brenda B.

Arizona Univ., Tucson.

1976 130p.; Page 6 contains a schematic chart which will not reproduce well due to small type

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.95)

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB77

This implementation guide was developed from a project to integrate career education into existing preservice teacher training courses and to prepare students in these courses to serve as career education catalysts in their schools. Integration schematics for core courses in the Secondary Education Teacher Preparation Program at the University of Arizona are presented, and a step-by-step process for implementing a university-based career information center is outlined including the necessary elements: advisory committee, location and space, equipment, materials, files, guidelines for use, orientation, public relations, workshops, vocational assistance, staff, budget, and evaluation procedures. Initial and long range training activities for implementing in-service training of university personnel are also included. Approximately one-half of the report consists of the following appendices: Sample Career Information Center Bibliography, Sample Occupational Clustering Systems, Alternative Resource Speaker Filing Systems, Orientation: The Career Information Center, Suggested Topics for Career Information Center Workshops, and Selected References. (MP)

Descriptors: *Career Education; Curriculum Development; Curriculum Guides; Education Courses; Higher Education; *Information Centers; *Integrated Curriculum; Methods Courses; Models; Occupational Information; *Preservice Teacher Education; Resource Centers; Resource Materials; Schools of Education; *Secondary School Teachers; Teacher Education; *Teacher Education Curriculum; Teacher Educator Education; Universities

Identifiers: Arizona; University of Arizona

ED127484 08 CE008008
Career Awareness Resource Center. Final Report.
Beaverton School District 48, Oreg.
1 Feb 1976 161p.; Not available in hard copy due to marginal reproducibility of the original document
Sponsoring Agency: Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Report No.: VT-103-085 Bureau No.: E-A-97-74
Grant No.: SEA-34-048-031
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN77

The process used to develop a cataloging and retrieval system for career awareness materials is presented in this project report. It is noted that the system would enable teachers to request materials from a resource center under a wide variety of classifications which complement many different teaching approaches. The procedures and outcome for developing a cataloging and retrieval system (which include developing a catalog of career materials, evaluating the materials, and devising a method for circulating materials for teacher use) are outlined. Appendices include: (1) personnel involved in the project, (2) guidelines for establishing a resource center, (3) materials evaluation form, (4) systems evaluation report, (5) Career Awareness Resource Materials Catalog, which lists the names and addresses of 48 publishers and includes an annotated bibliography, (6) report of teachers' evaluation of a trial career resource catalog, (7) sample interview questions about career resource catalog use, and (8) teacher comments from the career awareness resource catalog interviews. (SH)

Descriptors: *Career Awareness; Career Education; *Catalogs; Evaluation Methods; Learning Resources Centers; Research Projects; Resource Centers; *Resource Materials; Systems Approach; Systems Development; Teacher Centers

ED127461 CE007643
Career Information Center: Staff Roles.
Bornstein, Robert
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Oct 1975 79p.
Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJAN77

The purpose of this guide is to describe implementation strategies for the establishment of a career information center in a large urban high school with particular attention devoted to the administrative arrangements and staff roles involved in such a center. Developed out of the author's experience in the New Brunswick, New Jersey career information center, it is intended for use by educators planning similar centers. Five chapters describe administration, career information center operations, and activities performed by the school-industry coordinator, multimedia coordinator, and job placement coordinator. Appendices include project staff job descriptions, sample flyers for students and teachers, project newsletters, teacher's guide to the effective use of community speakers, a teacher's guide for field trips, examples of request and materials record forms, an occupation information outline, and community survey and community resources forms. (TA)

Descriptors: Administrator Guides; Administrator Role; Career Awareness; *Career Development; *Career Education; Career Planning; Coordinators; Educational Facilities Design; High Schools; *Information Centers; Job Analysis; *Occupational Information; Resource Centers; *Resource Staff; School Administration; School Community Relationship; School Personnel; Urban Schools
Identifiers: New Jersey

ED124833 CG010621
The Career Information Centre: A Demonstration Guidance Project.
Huff, Elmer E.
North York Board of Education, Willowdale (Ontario).
21 Oct 1974 7p.; For related documents, see CG 010 620-624
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIENOV76

This paper describes a career information center established in a secondary school as a demonstration guidance project. The center is managed by a full-time careers consultant and has been operational since 1974. The demonstration project is designed as a method of delivering career information and related services to students. Goals include increasing awareness of career possibilities; acting as a resource center for career information; bridging community and school resources; aiding in career or job preparation; providing a facility for field testing innovations in career education. Some attempts to evaluate the center's effectiveness are currently underway (1976), and the hope is that the program will be modified to serve as a model for other schools. (NG)

Descriptors: Career Choice; *Career Counseling; Career Development; *Career Education; *Career Guidance; *Demonstration Programs; Guidance Programs; *Information Centers; *Occupational Information; Program Descriptions; Resource Centers; Secondary Education; Student Needs
Identifiers: *Canada

ED124796 95 CE007432
Concord Career Education Project. Final Report.
New Hampshire Supervisory Union 8, Concord.
31 Dec 1975 58p.; Not available in hard copy due to marginal reproducibility
Sponsoring Agency: New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.
Report No.: VT-102-959
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV76

The report presents a summary and evaluation of the two and one-half year implementation period of a career education project in the Concord Union School District, New Hampshire. The goals, activities, and accomplishments of the period are briefly described. The evaluation report is organized by the four comprehensive project goals which precede each cluster of major performance objectives. The major goals were: (1) to provide an opportunity for students to develop an awareness of self and careers; (2) to assist the school district staff to develop skills in introducing career education into the classroom by initiating workshops, programs, and conferences; (3) to disseminate information about the project; and (4) to develop a procedure for effective evaluation. The evaluation assesses the extent to which the project's goals and objectives were accomplished, the effectiveness of the processes and strategies, and the results of the modifications in process and product. Major features of the program were a career education resource center and minigrants awarded to teachers to enable them to develop innovative curriculum. It was generally concluded by the evaluator that the major goals and objectives of the project were successfully accomplished. (NJ)

Descriptors: *Career Education; Elementary Secondary Education; *Program Descriptions; *Program Evaluation; Resource Centers

ED124731# CE007346
Developing Career-Related Materials for Use with and by Adults.
Wilson, Barbara Lazarus; And Others
Education Development Center, Inc., Newton, Mass.
1975 51p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: Career Education Project, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 (No price given)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV76

One of a series of manuals developed by the Home and Community-Based Career Education Project, the publication presents the processes involved in reviewing and compiling information about educational, training, and supportive resources for career-related materials for adults. Principal focus is on materials created by the project's information unit to meet the particular needs of their clients and counselors: three major directories (occupational projects, education and training resources, and supportive services) and four separate "packages" (career development series, women and the world of work, liberal arts and sciences and the world of work, and external degree study: a new route to careers). The manual describes in detail how to develop the directories and how to gather and organize the data for their different sections. Examples of the various forms and formats used and the preparation of a cross-reference card system to cover the information in the directories are included. (MF)

Descriptors: *Adult Counseling; *Career Development; Data Collection; Directories; *Information Processing; Information Sources; Information Storage; *Material Development; *Occupational Information; Reference Materials; Resource Centers

Identifiers: *Home Community Based Career Education Project

ED124730# CE007345
Establishing and Operating a Career Resource Center for Adults.
Tobin, Nancy; And Others
Education Development Center, Inc., Newton, Mass.
1975 51p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: VT-102-850
Available from: Career Education Project, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 (No price given)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV76

One of a series of manuals developed by the Home and Community-Based Career Education Project, the publication describes the establishment of the project's resource center or specialized library to collect occupational information materials and make them accessible to staff members, clients, and the public. Such a resource center involves selecting suitable adult counseling and vocational materials and setting up procedures for ordering materials and equipment, staffing, recordkeeping, and organizing the information for use. Included in the manual are planning the resource center, center operating procedures, and methods of building a collection from a variety of sources, with supplemental information on specific types of materials. Appendixes provide lists of sources for free or inexpensive occupational materials, frequently used books, the resource center's subscriptions, and addresses of material sources. (MF)

Descriptors: *Adult Counseling; *Career Development; Career Planning; Guidelines; Information Sources; *Library Planning; Library Technical Processes; Occupational Information; *Resource Centers; Resource Materials; *Special Libraries
Identifiers: *Home Community Based Career Education Project

ED123514 CG010546
The Career Center - One Tool for Implementing Career Education.
Oegema, David N.
[1975 5p.; Paper presented at the Annual Meeting of the Michigan Personnel and Guidance Association (Detroit, Michigan, November 1975)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEOCT76

A Career Center may be defined as an operational delivery system designed to provide students at the junior high, senior high, and adult levels with exposure to occupational, vocational, college and financial aid information. The Career Center provides the means to: disseminate career information, assess students' interests and abilities, incorporate information from the "world of work" into classroom instruction, develop study skills, and provide instruction on decision making. A shared delivery system is used to involve the student and resource personnel in the acquisition and use of occupational information and materials. The Career Center has been used for group test interpretation, student interest and aptitude testing, career exploration by classes, individual college or career exploration, military recruiting, and the CETA adult program. Additional uses of the Career Center include mini-courses offered through the counseling department, co-op student use in investigating local industry, additional classroom contact and use, and an adult career exploration course offered through the continuing education department. The career Center concept is undergoing continuous evaluation through formal and informal techniques. Formal evaluation techniques include student surveys, student use counts, and teacher surveys. (Author)

Descriptors: Career Choice; *Career Guidance; *Delivery Systems; Employment Opportunities; *Guidance Centers; Information Dissemination; *Occupational Information; *Resource Centers; Secondary Education
Identifiers: *Career Centers

ED123496# 95 CE007342
Bibliographies of Career-Related Materials.
Banks, Jennifer; And Others
Education Development Center, Inc., Newton, Mass.
1975 177p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: VT-102-847
Available from: Career Education Project, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 (No price given)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEOCT76

The publication presents both a shelf collection list and a series of annotated bibliographies on selected topics in the collection of the resource center of the Education Development Center's home- and community-based career education project (one of the National Institute of Education's four career education models). It is intended as a guide for acquiring some of the holdings and as a basis for selecting particular types of career-related materials for home-based adults, those 16 and over who are neither working nor attending school full-time. Contents are arranged in two sections: materials in the shelf collection list of the resource center and annotated bibliographies of some of these materials on seven major topics. Four of these topic categories contain materials of use to both counselors and clients: directories and information on financial aid and educational and training resources, occupational information, and the job search. The other three--on counseling, career education, and women--include materials primarily useful to counselors, educators, and other professionals. The shelf collection list is arranged by 65 subject headings taken from the "Thesaurus of ERIC Descriptors." Both sections provide ordering information for materials cited. (MF)

Descriptors: *Adult Counseling; Annotated Bibliographies; *Bibliographies; Career Counseling; *Career Development; Career Opportunities; *Career Planning; Educational Opportunities; Occupational Information; Resource Centers; *Resource Materials
Identifiers: *Home Community Based Career Education Project

ED122144 CE007087
Career Education Resource Laboratory (CERL) Project. Final Report. Phase III.
Eastern Illinois Univ., Charleston. Center for Educational Studies.
30 Apr 1976 37p.; Photographs will not reproduce clearly; For related documents, see ED 101 077 and ED 110 663
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Bureau No.: V361068
Grant No.: RDD-DC-C01
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIESEP76

Phase 3 of the Career Education Resource Laboratory (CERL) project at Eastern Illinois University consisted of three major activity areas: demonstrations, disseminations, and workshops. CERL's demonstrations of Computerized Vocational Information System (CVIS) were conducted at Eastern Illinois University and the Comprehensive Illinois Occupational Education Demonstration Center at Toledo, Illinois. An "Annotated Bibliography of CERL Materials", a "Bibliography of Free Materials", and "Yellow Pages of Community Resources" were compiled for distribution; materials were loaned to the 29-member school districts of the Eastern Illinois School Development Council (EISDC); and a monthly newsletter was distributed. Inservice workshops were conducted on-site within EISDC member school districts as well as outside districts, and numerous preservice presentations were given to Eastern Illinois University classes. Other topics covered in the final report include: problems, publicity activities, progress on data collection and evaluation plans and procedures, and staff development. Related material on project organization and publicity and a copy of the monthly newsletter are appended. (EA)

Descriptors: *Career Education; Computer Assisted Instruction; Demonstration Centers; *Information Dissemination ; *Inservice Education; *Preservice Teacher Education; Program Development; Program Evaluation; *Resource Centers

ED120596 CG010422

Educational Counseling Services for Nonschool Adults, Including: Adult Basic Education, Career Resource Centers, District Library Centers, Employment Security Offices, General Education Development; Rehabilitation Facilities, Skill Centers.

Martinko, Agnes

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

May 1975 38p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAUG76

The concept of lifelong learning places new emphasis on helping out-of-school adults make their educational and employment choices. Educational institutions are beginning to extend their counseling services to adults who need them. However, other agencies and various educational programs designed to meet specific adult needs, which include educational and/or employment counseling, operate throughout the state of Pennsylvania. This report identifies the types and locations of the various counseling services within the state on a regional basis. While this report focuses on specific services in a single state, it offers guidelines to others, relating to services which might be offered as part of a total state service program to all adults in that state. (Author/CJ)

Descriptors: *Adult Counseling; Adults; Career Counseling; *Educational Counseling; *Employment Services; Needs; *Program Descriptions; *State Programs

Identifiers: Pennsylvania

ED120392 CE006622

Exemplary Career Resource Center for Grades 8 through 9 in Pennsylvania.

Scott, Harry, Jr.

Wyoming Valley West School District, Kingston, Pa.

Jul 1974 27p.; Appendixes A and B will not reproduce in microfiche

Sponsoring Agency: Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAUG76

The evaluation of an exemplary career resource center (CRC) developed for the Wyoming Valley West School District, Kingston, Pennsylvania, is presented. Questionnaires were used to assess the CRC in terms of information collection, evaluation and storage, client usage, and attitudinal factors and were completed by approximately 1,000 seventh and eighth grade students served by it. Program objectives, evaluation methods and procedures, findings and their analysis by objective, and recommendations are examined. Tables supplement the text. Appended material includes the student evaluation form with response data, a sample log sheet, and a summary of the equipment and materials evaluation. Results indicated that the CRC was highly successful in organizing and maintaining all necessary hardware and software. Improvement needs to be made in methods of permitting students to use the CRC because of the great interest and too large of a student body for the amount of equipment, room size, and available assistance. The overall attitudes of pupils was promising. (Author/LH)

Descriptors: *Career Education; Career Exploration; Educational Objectives; *Junior High Schools; Learning Resources Centers; Methods; *Program Evaluation; *Resource Centers; *Student Reaction

Identifiers: Pennsylvania (Kingston); Wyoming Valley West School District

ED120389 CE006613

The Development of 17 Career Resource Centers in Pennsylvania.

Lewis, James P.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

1975 76p.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG76

The report on Pennsylvania's 17 Career Resource Centers (CRCs) describes their background, the procedures followed in their development and administration, their ability to satisfy the six CRC objectives (collecting, evaluating, and disseminating accurate and relevant career information; providing assistance to the center's clientele in locating, evaluating, and using career information; helping students integrate self-knowledge with relevant career information; assisting faculty in integrating information into their instructional activities to support their students' career development; helping parents become active, concerned, and understanding participants in the career development of their children; and using community resources in fostering better understanding of the relationship of education to work), conclusions and recommendations of the report, and related information on CRCs. Ten appendixes, comprising nearly three-fourths of the document, include: an equipment and material list, career research reports, student evaluation of the CRC, CRC curriculum materials, faculty evaluation of the CRC, a model for career consultants, CRC evaluation instruments, application for student advisory committee, CRC floor plans, and news releases. (JR)

Descriptors: *Career Education; Developmental Programs; Educational Media; Educational Objectives; *Educational Resources; Evaluation; Instructional Materials; Program Administration; Program Descriptions; *Program Development; Questionnaires; *Resource Centers; *Statewide Planning; Studio Floor Plans

Identifiers: *Career Resource Centers; CRC; Pennsylvania

ED119099 CG010408

Career Resource Center Anyone? In a Community College?

Larson, Lila M.

4 Jun 1975 13p.; Paper presented at the Annual Meeting of the Canadian Guidance and Counseling Association (Vancouver, British Columbia, June 4-6, 1975); Slides accompanying the presentation have not been included. Not available in hard copy

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEJUL76

This paper describes the planning and implementation of a Career Resource Center. Although this model was designed specifically for one community college, it offers a good guide to other groups interested in establishing such a center. This paper was presented at the C.G.C.A. Convention (Vancouver, B.C., June 1975) as part of a slide presentation; however, the slides are not included in this document. The paper begins with the basic reasons why a career resource center was desirable and proceeds through the necessary phases including collection and selection of resources, acquisition procedures, processing and coding, personnel necessary, and difficulties encountered. (HMV)

Descriptors: *Career Counseling; *Career Exploration; *Career Planning; Community Colleges; *Guidance Centers; Library Services; Models; Program Guides; *Resource Centers; Two Year Colleges

ED118935 CE006503

Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.

Penna Valley Area School District, Spring Mills, Pa.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.

30 Jun 1974 27p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUL76

Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

Descriptors: *Career Education; Educational Programs; *Elementary Secondary Education; Information Dissemination; Paraprofessional Personnel; Program Descriptions; *Program Development; *Program Proposals; *Resource Centers

ED118888 95 CE006447

Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines.

Gustafson, Richard A.; And Others

New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.

1975 288p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: Dr. Richard A. Gustafson, Keene State College, Keene, New Hampshire 03431 ($10.00)

EDRS Price - MF01/PC12 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUL76

The handbook is designed to aid the educator-counselor in formulating and implementing a workable secondary school career guidance program. A brief introduction presents definitions, the philosphy of career development on which the program is based, and a glossary of terms. Information is organized into 10 sections. Needs assessment, the first section, explains the planning cycle, describes activities in the process, and contains a pool of items for constructing a needs assessment questionnaire. The second section, program organization and management, addresses the sequence of activities needed in organizing a career guidance effort. An extensive collection of student learning activities and other materials for use by teachers and counselors are contained in the third section. The tested activities were developed around the three major components of the New Hampshire conceptual model of career education: attitudes and values, decision making, and world of work. The remaining seven sections of the handbook detail the processes involved in incorporating career information resource centers, community resources, counseling services, placement services, program evaluation, and follow-up services into the program. Planning steps and models, sample materials, and reference lists and sources are included throughout these sections. (Author/MS)

Descriptors: Career Choice; Career Development; *Career Education; *Career Guidance; Career Planning; Community Resources; Counseling Services; Followup Studies; *Guidance Programs; Guidelines; Instructional Materials; Job Placement; Learning Activities; Models; Needs Assessment; *Program Content; *Program Development; Program Evaluation; Resource Centers; Secondary Education

ED115963 95 CE005858

Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over. Interim Report.

North Central Technical Inst., Wausau, Wis.

15 Jun 1975 331p.; For related document, see CE 005 859

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: VT-102-358 Bureau No.: F5005VW; V361036

Grant No.: OEG-0-73-5292

EDRS Price - MF01/PC14 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAY76

Covering the time period of July 1974 to June 1975, the interim report describes the activities of a project designed to provide career education to the adult population of a low income rural area in north-central Wisconsin. Special emphasis was focused on out-of-school persons in need of entry jobs or those needing job upgrading or retraining. Programs incorporating the concepts of self-awareness, career awareness, career development, and career exploration were developed. Activities were designed to provide career education information to the parents of high school age youth in the area. This included classes, small group sessions, counseling, career material displays, tours, and informational meetings. In addition, the materials resource center was expanded, and materials were disseminated on a loan basis. Inservice was conducted for all project personnel in the form of meetings, workshops, and classes. Publicity efforts, through newspapers, newsletters, radio, and television, increased the public awareness of career education. Appendixes make up two-thirds of the report and contain evaluation instruments, publicity samples, sample programs, a 51-page bibliography and resource guide, and other project-related materials. (Author/NJ)

Descriptors: *Adult Education; Bibliographies; *Career Education; *Developmental Programs; *Economically Disadvantaged; Inservice Teacher Education; Program Descriptions; Resource Centers; Resource Materials; Retraining ; *Rural Areas

Identifiers: *Wisconsin

ED115962 95 CE005857

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.

Pendleton, J. Robert

Western Wisconsin Technical Inst., La Crosse.

20 Jun 1975 366p.; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: VT-102-357 Bureau No.: F5007VW; V361185

Grant No.: OEG-0-73-5297

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAY76

Covering the period from July 1, 1974 through June 30, 1975, the interim progress report describes the second year of career and continuing adult education programs in a rural district serving more than 186,000 persons of all ages in western Wisconsin. During this period the project staff focused on developing programs and services to meet the needs of grades K-14 and of adult evening students. Use of the five resource centers, with testing programs and a broad scope of materials of all kinds, has increased. Staff inservice programs have expanded and articulation among various levels of education is continuing. Included in the document is the third party evaluation report by the Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout. The evaluators concluded that the project was effective in extending job presentation and other educational opportunities, in establishing a career learning system, and in making area residents aware of change. Making up two-thirds of the document, the appendixes contain: inservice teacher education materials, surveys of parents and students, adult evening student surveys, teacher questionnaires, various publicity materials, sample instructional materials, and other project-related items. (MF)

Descriptors: *Adult Education; *Career Education; Community Involvement; *Delivery Systems; *Developmental Programs; Educational Programs; Inservice Teacher Education; Lifelong Learning; Program Development; Program Evaluation; Questionnaires; Resource Centers; *Rural Schools; *School Districts; Surveys

Identifiers: Wisconsin

ED115921# 95 CE005815

Identification of Resources. The Administration of Career Education: Module 4.

Drier, Harry N., Jr., Ed.; Martinez, Nancy S., Ed.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

1975 66p.; For related documents in the set, see CE 005 811-819; For other related documents, see CE 005 801-810

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: VT-102-283

Available from: Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S05IV, $5.00 ea.; Complete set of eight, Order No. S05, $25.00 per set)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEMAY76

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. It focuses the attention of the administrator on the various resources of the informational services (occupational, educational, and personal-social) which are available for use in career education resource centers and the integration of career education materials into the regular classroom curriculum. The lesson topics include: using resources to facilitate student awareness; classifying and disseminating career information; assessing human and nonhuman resources; and sources of occupational, educational, and personal-social materials. Task sheets and handouts to accompany the lessons are included, along with a list of supplementary readings. (Author/NJ)

Descriptors: *Administrator Education; *Career Education; Community Resources; Educational Administration; *Educational Resources; Human Resources; Information Dissemination; Information Services; *Information Sources; *Inservice Education; Instructional Materials; Leaders Guides; Learning Activities; Occupational Information; Program Development; Resource Centers

ED113630 CG010132

Career Resource Center at Nassau BOCES Southwest Area Center VEA Project No. CO-74-8e-867.

Brusasco, Marjori

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

30 Jun 1975 24p.; For related documents, see CG 010 129-131

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAR76

During 1973-74 school year, the Nassau N.Y. Board of Cooperative Educational Services experimented with a Career Resource Center at one area neighborhood center. In 10 months this Career Resource Center served 3, 132 students and 387 professional staff, and developed and experimented with four model programs in career counseling and guidance. The central project objective was to integrate the Career Resource Center concept into everyday pupil personnel services at one area center. Other objectives were: (1) to utilize a combination of group orientation, group counseling, aptitude testing and multimedia approaches to career education; (2) to demonstrate effective career counseling techniques to school staffs; and (3) to provide service to junior and senior high students including disadvantaged, handicapped and potential dropouts. Model programs described include counseling, career exploration, employability training, and decision making skills. Audio-visual, career guidance, and psychological test materials were available at this center for use by students and counselors. (GMF)

Descriptors: Audiovisual Aids; *Career Education; Community Centers; *Counseling; *Decision Making; *Motivation; Program Descriptions; Psychological Testing; *Resource Centers; Secondary Education

Identifiers: *Career Centers

ED113442 CE004905

A Study of Career Centers in the State of California: Final Report.

Ellis, Stephen H.; And Others

Grossmont Union High School District, Calif.

30 Jun 1975 191p.

Sponsoring Agency: California State Dept. of Education, Sacramento. Research Coordinating Unit.

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEMAR76

California Career Centers are inschool information centers offering a variety of information and guidance which can be used efficiently and constructively by career guidance personnel as an educational tool to facilitate the career development of students. This study represents an effort to assist guidance personnel to implement, maintain, and improve career centers. Data was collected from a questionnaire given to career centers and students in participating schools. Each of the essential parts of an operational career center are discussed at length: (1) staff (career counselor, work experience coordinator, and paraprofessional), considered in relation to their background and training, job description and allocation of time, and student utilization of their services; (2) printed and audiovisual sources of career information; (3) career center programs and activities; (4) the effectiveness of career centers on students; (5) financial aspects of operating career centers; and (6) evaluation. Detailed suggestions are offered on ways to implement, maintain, and improve a center. Each chapter includes recommendations and references designed to furnish practical guidelines for career education personnel, and the document concludes with a general summary of recommendations. A list of participating schools and the instrument used in the study are appended. (Author/EC)

Descriptors: *Career Counseling; Career Development; *Career Education; *Career Guidance; *Career Planning; Costs; Facility Planning; Facility Utilization Research; Guidance Centers; Guidance Personnel; Guidance Programs; Postsecondary Education ; Program Development; *Resource Centers; Secondary Education

Identifiers: California; *Career Centers

ED112213 CE005238

Career Resource Center: A Handbook for Implementation. Publication No. 0002.

Sullivan, Robert E.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Jun 1975 96p.; Appendix Q will not reproduce in microfiche

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.: VT-102-000

Available from: New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($1.50 plus postage)

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB76

The handbook is designed to help educators who are considering the establishment of a career resource center. Based primarily on the writer's experience, the document is intended to provide practical assistance in the organization of a high school career resource center. The document is organized around the eight chapter headings of determination of role, physical facilities, staff, public relations, collection of information, delivery system, evaluation, and job placement. The appendixes make up half of the document and include material used in implementing career resource centers in New Jersey: career center floor plans, correspondence, forms, careers related to subject areas, an explanatory flyer for students, and evaluation instruments. (LJ)

Descriptors: *Career Education; Delivery Systems; Facility Guidelines; *Facility Planning; High Schools; *Information Sources; *Resource Centers; Secondary Education

Identifiers: *Career Centers; New Jersey

ED112164 CE004982

Indiana Career Resource Center: Annual Report: 1974-75.

Indiana Univ., South Bend. Indiana Career Resource Center.

[1975 207p.; Portions of Appendix N may not be completely legible in microfiche; Not available in hard copy due to paper color of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEFEB76

The report presents an account of the activities and progress of the Indiana Career Resource Center in its sixth year as a source of ideas and programs for educators developing their own career education programs. It documents the services offered: (1) inservice and preservice training of classroom teachers, student teachers, counselors, administrators, and school board and community members in the concepts and involvement of a career education program; (2) editing and producing media to assist educators, including a career education specialty training directory; (3) developing contacts in the local community and becoming involved with local projects as a means of piloting ideas that could be duplicated in other settings (women's career center, career guidance institute, life planning, conference telephone use in career education) and career development workshops for the Comprehensive Employment and Training Act (CETA). An evaluation and the implications of the effectiveness of these services are given. Four-fifths of the report consists of appended material: a list of consultations, occupational information class evaluation, public relations brochure, film descriptions, career digests, CETA workshop materials, material loan list, feedback form and comments, "People in Careers" evaluation form, conference telephone evaluation forms, career guidance institute questionnaire, letters, and newspaper clippings. (Author/EC)

Descriptors: *Annual Reports; *Career Education; Educational Development; *Educational Programs; Educational Resources; Letters (Correspondence); Questionnaires; *Resource Centers; Resource Materials; Teaching Methods

Identifiers: Career Centers; *Indiana

ED112127 CE004913

Model Career Resource Centers in Schools for the Systematic Purposeful Use of Career Information Supported by a State Information Preparation Agency. Final Report.

Mountan, Norma M.

North Hills School District, Pittsburgh, Pa.

30 Jun 1973 24p.; Appendix D has been deleted because it is not reproducible in microfiche

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB76

The system for delivering career development information to the school personnel and 3,500 students in grades 9-12 in the North Hills schools outside Pittsburgh is described. Objectives of the career resource center were to make available career information, assist in its utilization, and provide professional help to students in their career planning. An internal evaluation of the center is reported in which the regular guidance program and the resource center program are compared using a student survey and detailed records of resource center use. A listing of career resource center equipment and materials, North Hills High School's career development objectives, and its related course offerings are appended. (MU)

Descriptors: *Career Development; *Career Education; Career Planning; *Educational Resources; *Information Systems; Models ; *Resource Centers; Secondary Education

Identifiers: *Career Centers; Pennsylvania (North Hills)

ED110829 95 CE004653

A Classification Scheme for Career Education Resource Materials.

Koontz, Ronald G.
Office of Career Education (DHEW/OE), Washington, D.C.
Jun 1975 37p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: MISCELLANEOUS (999)
Journal Announcement: RIEJAN76

The introductory section of the paper expresses its purpose: to devise a classification scheme for career education resource material, which will be used to develop the USOE Office of Career Education Resource Library and will be disseminated to interested State departments of education and local school districts to assist them in classifying their own career education resource materials. The second section of the paper describes the classification of career education resource material, revised after critiquing by 50 randomly selected career education practitioners. The third section describes the classification scheme, defines the nine cataloging terms used, and lists the 40 key descriptors utilized in the filing system. The classification headings are discussed to eliminate confusion of terms. The fourth section describes the use of the key descriptors and card catalog for the purpose of searching and retrieving needed material, and the storage problem is discussed. Section five explains how the index card is designed for conversion to computer card, and the main advantages of a computer system of retrieval are discussed. Brief descriptions of discipline and content areas, of special groups, and of types of materials are appended, as well as a sample index card. (Author/AJ)

Descriptors: *Career Education; Cataloging; *Classification; *Educational Resources; Filing; Government Libraries; Indexing ; Information Centers; Information Dissemination; Information Processing; Information Retrieval; Information Services; Information Sources; Information Storage; Library Facilities; Library Planning; *Resource Centers; *Resource Materials; Subject Index Terms

Identifiers: Office of Education

ED110803 CE004618

Model Career Resource Center: Final Report.

Cameron, Donald L.; Lutz, Barrett
State College Area School District, Pa.
Jun 1973 20p.; Best copy available; Project No. 50003
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJAN76

To deliver career guidance services to the secondary school students of the State College Area High School, a career resource center was established and a career counselor provided for the school. Six general areas of activity are described: (1) a library of resource materials, (2) an attractive and appropriate space for counseling or for meetings, (3) human resources from outside the school, (4) community programs, (5) an integrated curriculum of regular subject matter with career information, and (6) faculty expertise in selecting and using appropriate materials. An evaluation of the services is made through student surveys and plans are made for continuing the center. Instruments, materials, and a floor plan of the facility are appended. (MU)

Descriptors: *Career Development; Career Planning; *Educational Resources; Guidance Objectives; Guidance Programs ; *Information Systems; *Resource Centers; Secondary Education

Identifiers: Pennsylvania State College; *State College Area School District PA

ED110800 95 CE004615

Abstracts of Curriculum Studies Within Project VIGOR.

David Douglas Public Schools, Portland, Oreg.

65p.; For related document, see CE 004 616

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEJAN76

The document is comprised of teacher developed career education curriculum materials for Oregon's exemplary program, Project VIGOR. The document presents a brief overview of the project's goals, provides sample units for typical learning activities, presents an inservice model for elementary teachers and a junior high school career education project. Sample units focus on: work in the woods (primary), the individualized field trip (primary), examples of elementary level activities, career education study units for intermediate grades (careers in business, communications, building trades, art, home economics and related careers, careers in fishing, farming, and forestry), and a careers in science unit. Also presented are an exploration program for grades 7-8 and the course outline of the food service course for grades 11-12. A seven-page section presents an inservice model on career awareness for elementary teachers and an inservice project on music and career awareness. A detailed step-by-step report of the development of a resource center at Gilbert Middle School discusses the program's philosophy and seventh and eighth grade objectives, and presents general recommendations regarding resource center development. (BP)

Descriptors: Career Awareness; Career Development; *Career Education; Career Exploration; Developmental Programs; Elementary Education; *Elementary Secondary Education; *Inservice Teacher Education; Junior High Schools; *Learning Activities; Primary Education; *Resource Centers; Resource Materials; Secondary Education; Teacher Developed Materials; Units of Study

Identifiers: Project VIGOR

ED110663 CE004452

CERL Project (Career Education Resource Laboratory Project) Final Report. Phase II.

Sanders, Carol; And Others

Eastern Illinois Univ., Charleston. Center for Educational Studies.

May 1975 59p.; For the Phase 1 final report, see ED 101 077

Sponsoring Agency: Illinois Research and Development Coordinating Unit, Springfield.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN76

The purpose of Career Education Resource Laboratory (CERL) at Eastern Illinois University is to provide services to the 125 schools in the area and to the Division of Vocational and Technical Education at the University. During Phase 2 of the project the laboratory has presented 20 in-service workshops for area school districts; conducted indoctrination and consultation sessions; developed a directory of resources and services offered by industry, parents, and teachers in a 10-county area of east-central Illinois; distributed a free monthly newsletter; demonstrated the Computerized Vocational Information System; and previewed and evaluated commercial educational materials. Each of these accomplishments is described. More than half of the booklet is made up of appendixes which reproduce workshop handouts, CERL materials, correspondence, and publicity. (PR)

Descriptors: *Career Education; Community Resources; Inservice Teacher Education; *Resource Centers; Teacher Workshops

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ED109590 95 CG400131

The Career Resource Center.

Meerbach, John

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

1975 146p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C

Contract No.: NIE-C-400-75-0017

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC75

The primary purpose of this monograph is to describe how to develop and implement a career resource center, from conception to evaluation. Six brief vignettes are presented which focus on bringing career education into different types of schools. The purpose, goals, and functions of the career resource center are identified and related to the career development needs of students at different educational levels. The organization of an advisory committee, location and physical development of a center, materials and equipment, and an evaluation table by Career Resource Center Directors of equipment and materials are presented as practical considerations. Staffing and specific staff member responsibilities are outlined. The appendixes include Career Center Evaluation Forms for teachers and students, various floor plans for a career center, and an equipment and price list. (JS)

Descriptors: Career Development; *Career Planning; *Facilities; Information Centers; *Occupational Information; Program Descriptions; *Program Development; *Resource Centers; Secondary Education; Staff Role

ED109455 95 CE004306

An Approach to the Development of a Comprehensive Plan for Career Guidance for the Commonwealth of Massachusetts.

Massachusetts State Dept. of Education, Boston. Office of Career Guidance.

Mar 1975 23p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC75

The career guidance advisory committee reviewed both national and State efforts in the area of career guidance and attempted to define and develop the concept. The committee examined concepts that were relevant to the needs of Massachusetts and developed a rough framework on which to build a comprehensive State plan. The report addressed itself to the committee's concerns as to the direction of the final planning effort. It includes a statement of educational philosophy, a discussion of the broad goals and objectives of career guidance as an integral part of an overall educational program, and recommendations. The report's recommendations emphasize strong leadership and the appointment of a permanent advisory committee. The report includes a definition of terms. The model career guidance system for Massachusetts is designed to encompass a number of goals, including: the improvement of the present system; the promotion of career development and a greater understanding of career alternatives; the establishment of programs, career counseling services, and training; and the development of career resource centers, adequate staffing, and a design for evaluation and feedback. References and a list of the advisory committee members are given. (Author/JB)

Descriptors: Advisory Committees; *Career Education; *Career Guidance; Coordination; Educational Cooperation; *Educational Needs; Guidance Objectives; Guidance Programs; Guidelines; Program Development; *Regional Planning; State Programs; *Statewide Planning

Identifiers: Massachusetts

ED109313 95 CE004082

Models for Career Education in Iowa; Information Centers in Career Education.

Brooks, Clair E.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

1973 34p.; For related documents, see CE 004 077-085

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC75

The career information centers described in the publication were developed for schools participating in the Iowa exemplary project. It is the purpose of the document to suggest solutions to three basic questions: (1) How will prospective materials be identified and obtained? (2) How can available materials best be displayed in order to maximize usage? and (3) What is the nature of the involvement of counselors, administrators, teachers, and students so that the career information center functions optimally? To achieve solutions the document looks in detail at three career information centers: at Sheldon Community School, Humboldt Community School, and Shenandoah Senior High School. Explained in detail are such aspects of the centers as the cost, space, functions, staffing, the major components of a career information center, and program guidelines. The final one-third of the document contains current mailing addresses of over 200 organizations from which free career information materials can be obtained, a list of postsecondary programs in Iowa area community colleges and vocational schools, and ERIC system materials that are available. (BP)

Descriptors: *Career Education; Community Information Services; Community Schools; Costs; Demonstration Programs; Guidelines; *Information Centers; Information Needs; Library Material Selection; *Library Planning; *Media Selection; Resource Centers; *Resource Materials; Space Utilization; Teachers

Identifiers: Career Centers; Iowa

ED107774 CE003849
Career Education Resource Center.
Boeyink, Joann; Welch, William
White Bear Lake Independent School District 624, Minn.
[1973 13p.; For related documents, see CE 003 833-48
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV75

Developed as part of an exemplary career education program for junior high school students, the guide describes a career guidance resource center designed to bring together all of a particular school's career guidance materials into one location where occupational, vocational, and educational information is readily available for individual student use during a designated time of each day. The guide contains: a list of the center's objectives, a sample floor plan for the center, brief suggestions regarding personnel involved in planning the center, services available, student referral, procedures to be used in establishing the center, some projections for the future, and a job description of the resource center clerk. A three-page bibliography lists filmstrips, and television and cassette tapes. (JR)

Descriptors: *Career Education; Career Guidance; Facility Planning; *Guidance Centers; *Information Centers; Information Sources; Junior High Schools; *Resource Centers; Teacher Developed Materials

Identifiers: Minnesota; Minnesota (White Bear Lake)

ED107758 CE003833
Development of Career Education Center for the Junior High Student.
Poppe, Jerri; Schultz, Dan
White Bear Lake Independent School District 624, Minn.
[1973 36p.; For related documents, see CE 003 834-49
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV75

The guide describes an exemplary project which consisted of establishing and organizing a career education center as part of an existing junior high school media center complex. It provides guidelines to students for obtaining information from the media center regarding self-awareness, job opportunities, and job titles, specific careers, colleges, and private and vocational schools. Other materials covered by the guide include: a self-analysis summary; student career interest survey; tips on job hunting; and a career development self-test. A six-page audiovisual bibliography and a six-page book bibliography are included. (JR)

Descriptors: Bibliographies; *Career Awareness; Career Development; *Career Education; *Demonstration Programs; Educational Media; *Information Centers; Information Sources; Interest Inventories; Job Search Methods; Junior High Schools; Learning Resources Centers; Resource Centers; *Resource Materials; Self Concept Measures

Identifiers: Minnesota; Minnesota (White Bear Lake)

ED103582 CE003136
Guidelines for Establishing Career Resource Centers.
Dittenhafer, Clarence A.; Lewis, James P.
Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Dec 1973 60p.; One page of photographs removed because they will not reproduce in microfiche
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAUG75

Experience with five pilot career resource centers (CRC) in Pennsylvania has provided the basis for these general guidelines for the successful installation and operation of a CRC. The purpose of a CRC (to provide career information to students, faculty, parents, and the community) is reflected in its objectives, which must reflect the concerns of its particular clientele. General objectives are outlined and the terms career development, career information, and career counseling are defined. General procedures, to be adapted to local needs, include surveying the clientele, collecting informational resources, establishing an advisory committee, integrating career information into the instructional program, and publicity. Administrative concerns include investigating funding, planning for and hiring personnel, including volunteers, planning facilities, and obtaining materials and equipment. An evaluation plan must be developed to determine the effectiveness of the CRC. Appended materials include a use inventory; lists of recommended standard reference works, sources of occupational information, audio-visual resources, and equipment (including vendor and description); a career unit outline; promotional materials from four CRC's; a budget outline; suggested room layouts for a CRC; an address list of materials and equipment suppliers; and several questionnaires, inventories and rating forms. (SA)

Descriptors: Administration; *Career Education; *Facility Planning; *Guidelines; *Resource Centers; Resource Materials

ED103444 TM004275

Evaluation of Selected Career Resource Centers in Pennsylvania. Final Report.

Lewis, James P.; Dittenhafer, Clarence A.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Dec 1973 46p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUL75

The study evaluated five career resource centers (CRC) in Pennsylvania. The centers were located in two area vocational-technical schools and three senior high schools. The results showed the CRC's to be successful in organizing and maintaining all the necessary hardware and software; however, keeping career software materials up to date and helping pupils find desired materials was a problem. The overall attitudes of pupils and teachers toward the CRC's were significantly higher than similar control school personnel attitudes toward a regular guidance program. Exposure to the CRC or a regular guidance program was not sufficient to cause significant changes in pupil's scores on the Pennsylvania Occupational Questionnaire or the Vocational Development Inventory, administered in November 1972 and June 1973. (Author)

Descriptors: *Career Counseling; Career Guidance; Career Opportunities; *Evaluation; Evaluation Methods; Guidance Objectives; *Guidance Programs; High School Students; Information Dissemination; Parent Student Relationship; *Participant Satisfaction; Pilot Projects; Program Evaluation; *Resource Centers; Resource Materials; Secondary Education; Statistical Analysis; Student Attitudes; Teacher Attitudes; Vocational Maturity

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ED101263 95 CG009555

Paraprofessionals in Occupational Resource Centers.

Leland, Arthur L.; And Others

Massachusetts State Dept. of Education, Boston.

Jul 1974 101p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Available from: Keynotes, Division of Curriculum and Instruction, Massachusetts State Department of Education, 182 Tremont Street, Boston, Massachusetts 02111

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUN75

This report is intended to serve as a basic information source for those who seek to establish an Occupational Resource Center, are seeking information concerning paraprofessional training programs, or simply wish to expand their awareness of the programs and materials available in the career education field. This report is intended as a guideline for interested individuals, through a description of one training program which has proved successful and through a description and directory of occupational resource centers which serve as models for institutions implementing their own occupational resource center programs. (Author)

Descriptors: *Career Education; Educational Programs; Elementary Secondary Education; Guidelines; *Information Dissemination; *Nonprofessional Personnel; *Occupational Information; *Resource Centers; Resources

Identifiers: *Elementary Secondary Education Act Title III

ED101077 95 CE002811

Career Education Resource Laboratory. Final Report.

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Jun 1974 54p.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Illinois Research and Development Coordinating Unit, Springfield.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUN75

School administrators, teachers, parents, and students in schools belonging to the Eastern Illinois School Development Council were surveyed to determine the need for a career education resource laboratory as a vehicle for coordinating an area career education program, K-12. The opening summary briefly describes the objectives of the project, the procedures followed, and the primary conclusion, based on an average 81 percent positive response from the various groups out of a 64.6 percent return that a need and desire exist for such a center. Described in more detail in the body of the report are: the problem area toward which the project was directed (a system for preparation and distribution of relevant career information); the five goals of the project; the general project design and procedures; and conclusions, implications, and recommendations. A seven-item bibliography concludes the report. More than half of the document consists of appendixes devoted to a survey overview and separate summaries of the survey's five areas: business and industry, fourth and eighth grade students, eleventh grade students, school staff, and parents. Data on responses to the surveys are tabulated and their implications discussed. The questionnaires are also included, with samples of covering letters. (NH)

Descriptors: *Career Education; *Community Surveys; *Coordination; Data Collection; *Educational Cooperation; Elementary Education; Junior High Schools; Resource Centers; *School Surveys; Secondary Education; Tables (Data)

Identifiers: Eastern Illinois School Development Council; *Illinois

ED097470 CE002236
Indiana Career Resource Center; Annual Report: 1973-74.
Indiana Univ., South Bend. Indiana Career Resource Center.
149p.; For related document see ED 086 803
Sponsoring Agency: Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAR75

The fifth annual report covers a variety of activities of the Indiana Career Resource Center, including goals of the center (related to inservice training), staff presentations, inservice and preservice training of teachers, and media editing and production. The center's involvement in career awareness for girls and women and staff support functions also are described. Appendixes contain an enumeration of staff activities, evaluation summaries of a career education workshop, copies of the "Career Digest" (the center's publication), multimedia developments, a list of institutions borrowing materials, and other materials related to the center's 1973-74 activities. (NH)

Descriptors: *Annual Reports; Career Choice; *Career Education; *Inservice Education; *Learning Resources Centers; Objectives; Publications; *Resource Centers; Resource Materials; Workshops
Identifiers: *Indiana Career Resource Center

ED089081 CE001136
Handbook for Implementation of Career Education in the Middle School.
Fort Worth Public Schools, Tex.
Aug 1972 27p.; For related documents, see CE 001 134-5, CE 001 137-8
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

The handbook helps orient teachers at the middle school level to the expected outcomes processes of a career education program. Topics covered are: career education objectives and concepts, classroom implementation, procedures for identifying and obtaining resource speakers, guidelines for use of community resource center, and evaluation procedures. (EA)

Descriptors: Career Awareness; *Career Education; Community Resources; *Middle Schools; Resource Centers; *Teaching Guides
Identifiers: Texas

ED089080 CE001135
Media Resources: Career Education.
Fort Worth Public Schools, Tex.
Aug 1972 37p.; For related documents, see CE 001 134, CE 001 136-8
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

The purpose of the media resources handbook is the identification and description of diversified instructional aids in the area of career education that are available to teachers through the career resource center at Fort Worth, Texas. Many of the resources are to be used directly in the occupations class in the middle school; however, the resources can be of assistance to teachers in lesson planning and individualizing instruction through student referrals to the career resource center. An annotated listing of over a hundred filmstrips and accompanying cassetts is included as well as listings of kits of occupational briefs, career games, compulearn system (electronic Programed learning), career folios, slides, books, and pamphlets. (EA)

Descriptors: Audiovisual Aids; *Career Awareness; *Career Education; Learning Resources Centers; *Occupations; Programed Instructional Materials; Resource Centers; *Resource Materials
Identifiers: Texas

ED086803 CE000816
Indiana Career Resource Center. Annual Report. July 1, 1972-June 30, 1973.
Indiana Univ., South Bend. Indiana Career Resource Center.
Jul 1973 45p.
Sponsoring Agency: Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN74

A historical overview is given in the fourth annual report of the Indiana Career Resource Center. The Center has been involved in a variety of activities throughout the State, covering school activities, consultation programs; loaning of instructional materials, school workshops; interaction within the community, and publications and productions. These activities are listed, with dates and other details. The appendix contains an evaluation of a group procedures workshop for public school educators. (DS)

Descriptors: *Annual Reports; *Career Education; Community Involvement; Consultation Programs; Instructional Materials; Publications; *Resource Centers; School Activities; Workshops
Identifiers: *Indiana Career Resource Center

ED078215 VT020442

Exemplary Vocational Education Program Based on Environmental Studies, K-14. Final FY2 Evaluation Report (Interim Project Report).

Educational Management Services, Inc., Minneapolis, Minn.

20 Jun 1973 93p.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-71-2396(361)

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEOCT73

This document presents the evaluation plan and the evaluation activities and findings for the project described in VT 020 441 available in this issue. This project was designed to be an exemplary project using an environmental focus to establish career education in a Minnesota school district. Evaluation activities are divided into the components of management, in-service, and program. Under each component a number of evaluation activities are discussed. For the most part, evaluation consisted of documenting that the program was operational and that the staff was implementing proposal project strategies. Based upon meetings with the project staff, site visits at the project schools, and review of the quarterly reports the evaluation team concluded that the project was well managed and that staff were generally familiar with and committed to project goals. It was found that, in practice, career education and environmental education were taught as separate entities. Teachers rated their experiential activities (e.g., shop experience) highly. Some changes in student attitudes toward occupations were documented by pre-post attitudinal inventories. Specific findings and recommendations are detailed in narrative and tabular form. (MF)

Descriptors: *Career Education; Comparative Analysis; Coordination; *Developmental Programs; Dropout Programs; Educational Cooperation; Environmental Education; Inservice Teacher Education; *Measurement Instruments; Program Attitudes ; *Program Evaluation; Resource Centers; *Vocational Education

Identifiers: *Minnesota

ED078214 VT020441

Exemplary Vocational Education Program Based on Environmental Studies K-14. Interim Report for the Period June 1, 1972 to May 31, 1973.

Minnesota Environmental Sciences Foundation, Inc., Minneapolis.

May 1973 141p.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-71-2396(361)

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEOCT73

The goals of the project described in this interim report were to: (1) develop a systematic manner for delivery of career education relative to environmental education, (2) develop a system to assist high school dropouts and other out-of-school youth in making career decisions, and (3) demonstrate the career education concept to other schools by this system. Procedures followed to implement these goals are detailed for the elementary, junior high, and senior high schools and for the Community Career Center for school dropouts and other out-of-school persons. Accomplishments included in-service programs for teachers, special vocational programs for the secondary grades, and the operation of a drop-in center for dropouts to offer information on educational and occupational planning. Conclusions and recommendations indicated that career education must coordinate with the existing curriculum and that teachers must have participation responsibilities in the development of the program. The evaluation report for this project is available as VT 020 442 in this issue. (MF)

Descriptors: Activity Units; *Career Education; Career Guidance; *Career Planning; Coordination; Curriculum Development; *Developmental Programs; Dropout Programs; Educational Cooperation; Environmental Education; Inservice Teacher Education; Job Placement; *Resource Centers; *Vocational Education

Identifiers: *Minnesota

ED069870 VT017460

Voices for Careers.

York, Edwin G.; Kapadia, Madhu

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Sep 1972 72p.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR73

Listed in this annotated bibliography are 502 cassette tapes of value to career exploration for Grade 7 through the adult level, whether as individualized instruction, small group study, or total class activity. Available to New Jersey educators at no charge, this Voices for Careers System is also available for duplication on request from the New Jersey Occupational Resource Center in Edison. Procedures for securing the cassettes are described, noting that this service exists to serve the needs of individual educators and is not designed to stock libraries. Listed and described under 25 major topics divided into subtopics, these tapes utilize the voices of well-known Americans to stimulate vocational interests. A name index and topical index are included, as well as the phone numbers for the New Jersey Occupational Research and Development Center. (AG)

Descriptors: Adult Vocational Education; *Annotated Bibliographies; Career Development; *Career Education; *Career Exploration; Educational Resources; Indexes; Postsecondary Education; *Resource Centers; Secondary Education; *Video Equipment; *Videotape Cassettes; *Vocational Interests

ED064483 08 VT015607

The Establishment of American Industry As a Transitional Subject Between General and Vocational Education and Appendixes. Final Report.

Flug, Eugene R. F.; Nelson, Orville

Stout State Univ., Menomonie, Wis.

Jul 1971 483p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-5-0058

Contract No.: OEC-5-85-060

EDRS Price - MF05/PC20 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEOCT72

The American Industry Project represents one attempt to resolve the problem of providing career orientation for young people in a way which would: (1) avoid premature tracking, (2) help youth to identify the numerous career options open to them, (3) furnish base knowledges and coping strategies which help youth to adapt to change, and (4) establish a delivery system for teachers of the new program. Part I of this final report offers a narrative overview of the total project, addressing itself specifically to the achievement of the objectives of the project as stated in the original proposal, while Part II presents an analysis of the data collected and a description of the evaluation process used in developing and testing the curriculum materials. The Project developed a conceptual structure of the knowledges used in industry, and three secondary courses based on this structure were designed. Analysis of the data collected from the Project's achievement test revealed that approximately 40 percent of the students taught by instructors who followed the instructor's guide or used its objectives and content to at least a moderate degree achieved significantly higher scores than students in the control group. These and other results are discussed, and several project materials are included in the separate appendix section. (Authors/SB)

Descriptors: *Articulation (Education); *Career Education; *Career Planning; Conceptual Schemes; *Curriculum Development; *Developmental Programs; General Education; *Industrial Education; Inservice Education; Microteaching; Research Projects; Resource Centers; Secondary Education; Teacher Education; Vocational Education

Identifiers: American Industry Project

ED021300 CG002705

The Career Information Service. A Guide to Its Development and Use.

Circle, Duncan F.; And Others

Massachusetts State Dept. of Education, Boston. Bureau of Vocational Education.

May 1968 416p.

Sponsoring Agency: Massachusetts State Dept. of Education, Boston. Div. of Vocational Education.

EDRS Price - MF04/PC17 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN69

This volume emerges from three collaborative prjects developed in the Newton, Massachusetts public schools. The Career Information Project attempted to develop improved procedures for acquiring, processing, and disseminating career information. The Follow-Up Program designed and implemented as system for conducting comprehensive follow-up studies of Newton students. A third project developed a job placement service for Newton secondary-school students. Because of the strong interrelationships of these three projects, in 1967-1968, they were coordinated in a single Career Resource Center. This document provides theoretical background for the services, describes briefly the projects as developed in Newton, and presents guidelines for the development of similar services in other school systems. A major bibliographic index of materials assembled and used in the Career Resource Center is also included. (Author)

Descriptors: Bibliographies; *Career Counseling; Career Guidance; Career Planning; *High School Students; Information Storage; *Information Utilization; Job Placement; Occupational Information; *Program Guides; *Resource Centers

ERIC

*Educational Resources Information Center

*National educational information system

*Network of sixteen subject-specialized Clearinghouses

*Database of documents and articles that are abstracted and indexed monthly

*Microfiche collection of unpublished educational materials not available elsewhere (paper copy and microfiche reprints available from the ERIC Document Reproduction Service)

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